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ABSTRACT

This document contains the 1995 report card for Colorado education, which provides information about how Colorado public schools have performed and are moving toward meeting district, state, and national education goals. Section 1 contains a message from Bill Randall, Colorado Commissioner of Education. Section 2 presents Colorado's model for educational change and describes a variety of state initiatives for systems change. The third section reports on the state's progress toward the National Education Goals, based on Colorado indicators of progress. Suggestions for parents who want to help Colorado education meet its goals are also offered. Data on Colorado students' educational performance are provided in section 4, including academic achievement, graduation rates, and attendance rates. Sections 5 and 6 present profiles of school-age students and educational personnel. An overview of Colorado's educational system is provided in section 7, including information on state educational programs and school district revenues and expenditures. A list of school districts by geographic-setting categories and of boards of cooperative educational services are included. Contains 66 figures. (LMI)

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High Expectations High Achievements

State Report Card 1995

Colorado Department of Education

Public Education in Colorado

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CITIZENS OF COLORADO

America, and Colorado, face the challenge of building a future filled with many, difficult dilemmas and continuing change. There is not one single design for the education system that can help prepare our children to meet that future. Responsibility lies with each student, parent, educator, citizen, to help create a world class K-12 education system. Many efforts to set high expectations for achievement and help students reach high standards are already in place.

We must create the opportunities for learning and multiple systems to support success for each student in our communities and across the state. Working together, we can do this.

The 1995 State Report Card contains information about how Colorado public schools have performed and are moving toward meeting district goals as well as state and national education goals. Also included is descriptive information on the school-age population in Colorado, educators, and the K-12 education system. Your inquiries are welcome.

Patricia M. Hayes, Chairman
Colorado State Board of Education

William T. Randall
Commissioner of Education
State of Colorado

High Expectations
High Achievements

State Report Card 1995

K-12 Public Education in Colorado

Colorado Department of Education
William T. Randall
Commissioner of Education
State of Colorado

201 E. Colfax
Denver, CO 80203
August 1995

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ELECTED TO LEAD, TO SERVE, AND TO PROMOTE QUALITY EDUCATION FOR ALL

THE COLORADO STATE BOARD OF EDUCATION, deriving its authority for general supervision from the Constitution of the State of Colorado, pledges to lead, to serve, and to promote a quality education for all, based on a commitment to academic excellence, with accountability and responsibility shared by all.

MAJOR STATE BOARD ACTIONS 1994-1995

The State Board of Education is authorized by Article IX of the constitution of the State of Colorado with the general supervision of the public schools. Powers and duties of the Board are described in 22-2-105 through 109 of the Colorado Revised Statutes. Board members serve without pay for six-year terms.

Standards and Assessments

In December 1994, the Board adopted a resolution in continued support of state model content standards. The Colorado Standards and Development Implementation Council presented its proposed standards to the Board in April 1995, and met with them frequently to discuss details of their revisions. To date, the State Board of Education has adopted statewide model content standards in Science, Mathematics, Reading and Writing, and Geography. Adoption of History standards is anticipated to occur in September 1995.

In July 1991, the Board adopted a concept paper on standards based education and urged the Colorado General Assembly to adopt standards. Through House Bill 93-1313, the General Assembly ultimately mandated statewide standards and assessments. The Board also lobbied strenuously for Goals 2000, adopted in 1994, which now supports Colorado efforts to advance education reform.

The Colorado Standards and Development Implementation Council, appointed by Governor Romer, designed proposed statewide model content standards for presentation, modification, and adoption by the Board. The Council is now engaged in designing assessments for the Board's review, with adoption in slated for 1996.

Charter Schools

The 1993 Charter Schools Act positions the State Board as the appellate body for charter proposals denied initially, or revoked by local school districts. To date, appeals from 30 different charter school applicants/charter schools have been received by the State Board of Education. The Board has held 28 hearings.

The results of these hearings were as follows:

1. In 17 cases, the State Board upheld the decision of the local board of education to deny the charter.
2. The State Board remanded 9 cases to the local board of education for reconsideration.
3. In one case, the State Board ordered the establishment of a charter school.
4. In one case, the State Board overturned the revocation of a charter by a local board.

Based on two years of charter schools experience, the State Board adopted a resolution to create the Colorado Charter Schools Study Commission in May 1995. This commission will make recommendations regarding possible changes to charter schools legislation and to the State Board's policies and procedures.

Waiver of Statute and Rule

Since its passage in 1989, Colorado's waiver law has empowered the State Board of Education to release school districts from legal and regulatory barriers to reforms that show promise of increasing educational opportunity and academic achievement for students.

During 1994-95, the State Board authorized multiple waivers to 15 charter schools for time periods up to the term of the charter - a maximum of five years, and to six school districts for up to the legal two-year maximum. In comparison to waivers requested exclusively by school districts, those involving charter schools are typically more complex, requesting release from more laws and rules. These waivers frequently involve conditions of teacher employment and evaluation as well as decisions related to curriculum.

Educator Licensing

During 1994-95, the State Board completed adoption of new rules for the administration of the Educator Licensing Act of 1991, in accord with prescribed legal timelines.

For the past three years, teacher and administrator licensing boards, appointed by the Governor to advise the State Board, have researched and drafted recommendations for new licensing rules. In May, 1994, the Board adopted the major portion of the nearly two hundred-page proposed document. Discussions and additional modifications were competed in 1994-95, to be followed by a review of all endorsement areas in 1995-96.

Accountability and Accreditation

The Board last repealed and reenacted its regulations governing the general supervision of public schools in May 1992. Since that time, school districts have had the option to request the traditional basic three-year accreditation, or design the more complex performance or enterprise contracts in collaboration with the Department of Education. The Board is preparing to consider new accredidation procedures in fall 1995.

Public School Finance

The State Board has been persistent over the years in requesting full funding of The Public School Finance Act. In its 1994 session, the Colorado General Assembly passed a new school finance act that improves equity as well as providing some increases in funding. This act is fully funded. In 1995, the State Board repealed its rules for the Public School Finance Act of 1988, and enacted new rules for the Administration of the Public School Finance Act of 1994.

Colorado Department of Education
Mission Statement

"To lead, to serve, and to promote quality education for all."

Our mission is to provide leadership and service to Colorado's education community and, through collaboration with this community, to promote high quality learning environments, high academic performance standards, and equitable learning opportunities for all Colorado's diverse learners.

Federal funds in the approximate amount of $4,100 from Chapter 2 ESEA, CFDA #84.151Z financed 100 percent of the printing costs of this publication.

This report was prepared by the Research and Evaluation Unit of the Department under the provisions of Colorado Revised Statutes 22-2-112(k) and 22-20-104(3) which require the Commissioner of Education to report annually on educational issues and specific programs of the Department. Appreciation is expressed to the following agencies for sharing information related to Colorado education: the Governor's Office, the State Demographer's Office, the Colorado Department of Health, the Colorado Department of Institutions and the Colorado Commission on Higher Education. Cover design and production assistance was provided by the State of Colorado Design Center. Additional information about any of the material in this report may be obtained by contacting the Research and Evaluation Unit at (303) 866-6840.

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Section 1

Leadership in an Era of Change

A Message from Bill Randall, Colorado Commissioner of Education
August 1995

Poised at the end of the millennia, we look back at the rate and nature of change over the past fifty years and can hardly comprehend what has occurred. The shape of our world -- the boundaries of nations, the rise and fall of political and economic systems -- has changed dramatically. In medicine, the extraordinary has become the commonplace. Advances in transportation and communication connect us to each other and to events around the world with a forceful immediacy. New technologies are redefining our culture, our careers and even the nature of work itself.

All institutions in our nation, both formal and informal, from business, to healthcare, to church, to family, to government, are under enormous pressure to respond and to stay relevant in the face of this sweeping change. Public education is no exception.

Many of the assumptions around which public education was designed have been challenged by demographic and economic changes in our nation. The family structure is changing and most families have less time for adult-child relationships. An increasing number of children are threatened by poverty and its risk factors for school success, issues related to health, violence, mobility and family functioning. Students coming to school today are more diverse, troubled and unevenly prepared than in the past.

At the same time, economic and technological changes require that we prepare students to a much higher level of skills and knowledge than ever before. And, as our economy becomes increasingly knowledge- and skills-based, schools are called to educate all students, not just a few, to this higher level of literacy.

How can government help? What are some roles for creative leadership at the state education level in times of challenge and in the face of the dilemmas facing education?

Principles for Tomorrow

Change -- at an ever accelerating rate -- is one of the few things of which we can be sure. An essential tool in managing change is a set of core principles that can serve as guideposts as we navigate new political, social and economic currents. Principles can provide a framework to guide our energies in moving toward a preferred educational future. The basic assumption is that tomorrow will not look like yesterday.

Let me offer these principles as a starting point:

1. Change is inevitable. The society and the economy that sustained the past no longer exist. Nostalgia about the past is understandable and comforting but the answers to the challenges that confront us lie ahead -- in the future.

2. In debating what changes are needed to make our schools more effective, the conversation needs to be civil. We must steer clear of a destructive "us vs. them" mentality. People of good will can, and should, disagree about some of the means of reform. The problem with our schools is not simply tenured teachers, or people who support choice, or

central administrators, or any number of other "them's." The real villains are low expectations, defensiveness to change, and the reluctance to accept responsibility for being part of the solution.

3. We have to be clear about our purposes. The fundamental task of education in a democracy, said Tocqueville, is the apprenticeship of liberty: learning to be free. Schools today are expected to prepare students for productive work and for participation in democracy. What are the proper functions of public education? For what results should public schools be held accountable?

4. We must acknowledge and respect the individual. In issues of choice, regulation, even learning, we need to move toward opportunities for individuals, as well as groups and communities. In an era of change and personal choices, the voice of the student and parent must be part of the dialogue.

5. We must empower the home and the family. We have to encourage decisions at the local and personal level. Change cannot be accomplished from afar. Most of what we do in our complex world can be seen more clearly at the levels of community and family.

6. We have to work together. Family, school and community are essential partners in preparing children for productive and meaningful lives. Working together does not mean to build new mass majorities. In decision making and action, we must create new balances between the individual and the requirements for community life that citizens find workable and effective.

7. We will not have the schools we need until we have the kind of communities that can build and sustain them. We must do more than improve the performance of our schools. Our schools should be caring communities as well as learning communities. We have to create communities where there is a sense of shared responsibility and shared accountability for helping all children thrive and reach their potential.

8. We need to be very clear that the ultimate aim and measure of our reform efforts is improving student learning. Any other accountability measure is simply not capable of keeping the systems on track during a time of rapid transformation.

* * * * * * *

Seeds of Success

Leadership is not just doing things right, it is doing the right things. At the heart of Colorado's education vision is local decision making and accountability in the context of high standards for academic performance.

While there is room for improvement, the record reflects that Colorado is on track: doing the right things right. I want briefly to highlight three trends that I think will be particularly influential in defining the future direction of education reform in Colorado.

First, Colorado is deeply engaged in standards based education. We are trying to clearly articulate what communities expect students to know and be able to do and then transform the educational process to make sure that each student meets expectations. In Colorado, local school districts are engaged in the process of debating these standards to ensure that they are well-accepted by their local communities.

As we move toward a standards-driven education system, we have to also make it a flexible system. In an economy that demands "knowledge workers," educational excellence can be a moving target. The essential trait of a knowledge worker is a disposition for continuous learning. Communities must seek a balance between their standards and a responsive education system. A true learning community is always raising its expectations.

Second, if we are to truly transform our education systems, especially public K-12 and higher education, we have to envision new structures and relationships that think and operate "out of the boxes" of current practice and organization. What kind of educational infrastructure is needed to support all citizens

-- from children to retirees -- to reach high learning goals throughout life? What new concepts of school and learning centers might emerge from such a vision? In Colorado, plans for technology, for early involvement to encourage strong child development, and more effective linkages among schools, colleges and communities are helping to shape this coming transformation.

Within the Colorado Department of Education, we are rethinking how we can work in new structures and how we can carry out our mission more effectively. Like most successful organizations today, we exist "in draft form." We are trying to build into the Department the habit of continuous improvement.

Finally, we must continue to define new tools of accountability that can secure public trust and facilitate partnership. Taxpayers need to understand that their dollars are being prudently spent on education that will benefit them and their communities. Parents need to know that their children are safe, and that they are learning the essentials. Americans don't blame the schools for the problems they face, notes a 1994 Public Agenda Report, but they also don't think the schools are acting effectively to address the fundamental issues.

Colorado has been a leader in developing ways of stating clear goals and reporting results. Yet, overall, public confidence in the ability of government to solve social problems and to enhance community life is waning. Taxpayers want evidence that their tax dollars are being well-spent on effective programs that achieve their intended purposes. Colorado intends to continue to provide leadership in defining new models and methods of accountability.

* * * * * * *

Facing Our Challenges

The need for change, for new structures, for guiding principles is not an abstract issue. Public education, like many other public institutions, is presently facing some enormous challenges and dilemmas.

1. Strengthening public engagement in the face of public withdrawal from many aspects of society.

The compact for public education forged in the 19th century was based on the assumption that a public education system was essential for the common good. The schools served vital public functions and, in turn, the community was obligated to support them.

This compact has been slowly fraying. An article in the *Journal of Democracy* notes that by almost every measure, Americans' direct engagement in politics and government has fallen steadily over the last generation. The decline in voter participation is common knowledge. Membership in the national PTA declined by 40 percent over the last 30 years.

So while polls reflect low confidence in government, there are inadequate alternative structures for community action. Education leaders are going to have to build these structures through effective public engagement strategies. We need to understand what our publics think about how the schools are doing and how they should be doing. We need to be able to communicate clearly with the public -- the owners of the system -- about how students are doing, changes that are needed and what these changes will mean for students, parents and taxpayers.

2. Managing a continually expanding mandate.

Education is supposed to fulfill individual potential as well as prepare citizens to participate in community life. It is supposed to sustain the nation's economic engine and also cultivate the next generation of poets and artists. It is supposed to transmit a common culture while building an appreciation of diversity. Schools are increasingly called upon to serve the non-educational needs of children because their parents and communities have not or cannot. Most educators believe we can be both excellent and equitable. But it has been extremely difficult to actually produce excellence for all in the face of the tremendous

risk factors many students bring with them to school.

3. The public education system can be -- must be -- both excellent and equitable.

Unfortunately, it is common in both debate and policy contexts to treat these values as mutually exclusive or to pit them against one another. Given the demographics of our nation and our state, we have to rise above this. We have to provide not just opportunity, but the services, the climate, and the resources to support individual growth and learning. There is widespread support across racial/ethnic lines for focusing schooling on safety, academic basics, and such core values as equality, respect, and fairness.

4. Perhaps the most critical dilemma facing Colorado public education has to do more with our collective will than with our institutions.

Recent national surveys reflect that for the first time in our nation's history, a majority of adults surveyed do not believe that their children will enjoy a higher quality of life than their own. This sense of resignation that the nation's best days are behind it is fatal to the hope that is required to sustain a new vision.

* * * * * * *

These are serious issues, the resolution of which will determine not just the shape of our public education system but of our society. I am proud of the leadership the Colorado Department of Education is providing to support Colorado in dealing with the dilemmas and opportunities of a rapidly changing world. There is much promise and cause for optimism throughout our schools and communities. But there is more to be done.

I like to think Colorado is in the forefront of reshaping education and focusing on important learning results. You can help it to happen! I'd like to hear your ideas, and I look forward to our continuing work together.

Section 2

Initiatives for System Change

A variety of programs and efforts are under way in Colorado to promote high student performance and an education system that is responsive to demands from Colorado students and citizens. Major initiatives include a variety of collaborative efforts coming together now in the PLAN for Educating Colorado Students.

THE COLORADO MODEL

Colorado's basic model for education change is a clear common vision, high standards that are held for all students, local action, and accountability for results. Collaboration and shared responsibility are essential.

High standards are the very heart of education reform in Colorado. State standards are reference points to be used by schools and communities in developing a shared vision about schools and renewed education systems that will be high-performing, equitable for all, and accountable. State and national education goals help point the way toward a quality education system.

The initiatives described below each incorporate elements of the Colorado model. They emphasize collaboration across early childhood education, K-12 education, higher education, business, government, parents and community.

HIGH STANDARDS

A strong public education system is crucial to Colorado's future. The quality of our workforce, the vitality of our communities, the productivity and well-being of our citizens--all depend on a school system that adequately prepares students for living, learning and working in a changing world.

The costs to society of an education system that expects less than the best from many of its students are enormous. The cost is high when high school dropouts end up in jail or on public assistance. Our democracy depends on educated and thoughtful citizens.

Colorado is in the process of redesigning its K-12 public education system around academic standards aimed at ensuring that all students leave school with the knowledge, skills, and abilities they'll need to thrive and succeed. Standards are statements about what is valued. Education standards are statements of what all students should know and be able to do. Moreover, standards imply that mastery should be at a high level.

Like all change, the redesign of education is threatening to some and is not risk-free. But already the search for high standards has invigorated the teaching profession, brought researchers and practitioners together in thoughtful ways, and helped students understand what knowledge and skills are essential for their future success.

Colorado uses "content standards" to refer to the focus of school curricula, and "performance level" to refer to how well students are doing on the content standards.

- By fall 1995, Colorado will have adopted model state content standards which describe what students should be able to know and do in the core disciplines. The content standards are the basic academic standards for the 21st century.
- State assessment of these content standards will begin in 1996-97, with a report of results by January 1998.
- Schools, under standards based education, use content standards to focus curriculum and instruction and as a basis for assessment of student performance. Each district must adopt content standards by January 1997, and begin assessment of its standards by January 1998.
- Considerable attention has been paid to assisting special populations to reach the content standards.

- A standards and assessment resource bank is available online and soon as a CD-ROM. It contains model standards, sample items, directories of assessments and other information.

To support school districts as they work toward high standards for students, a draft PLAN For Educating Colorado Students has been developed. This PLAN comes from the Colorado Education Goals Panel, a broad-based planning group appointed and chaired by Governor Romer and Commissioner of Education Randall. Panel membership represents many current education initiatives and includes parents, students, policymakers, educators, business and civic leaders and others.

In fall 1995, the Goals Panel will gather broad statewide input on the draft plan. Through the panel's leadership, more than $4 million is being directed to local communities and school districts to support their unique approaches to education reform.

Colorado's PLAN For Educating Students has as its mission to: "Support and enhance efforts across Colorado to have all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens." To achieve this mission, Colorado communities will:

- Establish and maintain clear standards for what students must know and be able to do.
- Implement assessments to ensure students are meeting high academic standards.
- Align curriculum and instruction to standards and assessments.
- Prepare and support educators to enable students to reach high standards.
- Begin education early to ensure students are ready to learn when they enter school.
- Create safe, disciplined, and drugfree learning environments.
- Promote partnerships and establish links among the education (pre K-16), parent, and business communities to support children and schools.
- Share responsibility and be accountable for results.

Additional initiatives not specifically described in this Section, all highly mutually supportive of each other and of the goal of high standards, include such activities as: the Colorado Technology Plan, the Statewide Systemic Initiative in math and science (COMMECT), the Re:Learning Colorado Project, school accreditation, family resource schools, preschool initiatives, and School-To-Work activities.

Charter Schools

Jefferson Academy,
Jefferson County R-1

This charter school in north Jefferson County opened in fall 1995, and serves 190 students K-6, expanding to 225 students for 1995-96. The school is housed in the old Juchem Elementary building. At capacity since opening, there are over 400 names on the waiting list. Jefferson Academy's mission is to help students attain their highest social and academic potential through an academically rigorous, content rich educational program.

The school uses the Core Knowledge scope and sequence and a fundamental, "back-to-basics" approach. Students use the Open Court Reading and Writing, and "Real Math" curricula. Along with experienced teachers, the staff includes teachers in special education, speech/language, art, music and physical education, plus 3/4-time assistants in every classroom.

SAFE SCHOOLS HEALTHY LEARNERS

Along with basic academic competence, safety, order and discipline in our schools are considered by the American public to be indispensable foundations for learning. Several initiatives address these concerns.

The underlying premise, supported by decades of research, is that prevention works! And early intervention works particularly well!

- Groups are working on violence prevention and safe schools in the Colorado Department of Health and Environment, in the Governor's office, and through interagency working groups. New student expulsion laws have been adopted by the General Assembly aimed at reducing disruptions.

- The Department of Education has incorporated the components of comprehensive health programs into initiatives for AIDS, homeless children, teen pregnancy prevention and

particularly the Safe and Drug Free Schools and Communities program. Comprehensive Health Program sites (CDE) and the Colorado Healthy Communities Initiative (The Colorado Trust) all build from informed planning, collaboration, caring and responsibility.

- Prevention of dropouts, and interventions to reduce expulsions are being implemented. School choices and "second chance" programs are available. Early childhood education can produce healthy children and learners and reduce future school disruptions and dropouts.

Safe schools and healthy learners clearly must be a family and community concern. All citizens have a stake, all citizens have a responsibility.

CHOICES IN SCHOOLING

Charter schools are one of the most active new initiatives in Colorado. Legislation adopted in 1993, defines charter schools as public schools operated by applicant groups as semi-autonomous schools of choice within a school district. A group applies to the local school board for a charter, and a contract spells out the program and operating details.

- There were 14 charter schools operating in 1994-95. There are 11 more charter schools approved for opening in fall 1995, and three already approved for 1996. In addition, four approved charters have been unable to open due to various barriers encountered along the way.

- The Colorado charter schools law provides for an appeal process when the applicant is not successful at the district level. At least 25 charter school applications were turned down by their local boards of education. More than 27 appeal actions have been brought before the State Board, and two cases are in the courts.

The charter school "movement" has produced many headlines and strains in district-applicant relations. The activity also has helped bring into focus the idea of schools of choice and opportunities for students, parents and teachers to create or select the kind of schooling they most value.

- A by-product of the charter schools movement is that several districts have initiated charter-like schools of choice in response to parent and teacher interest without actually chartering these schools.

- Charter schools in Colorado are quite varied. Enrollments run from 30 to 400, averaging around 150. Most charter schools are in medium to larger enrollment districts, although some have been started in very small, somewhat isolated areas and there even is one in a very small district.

- Of the 28 charter schools approved at this writing, 20 have elementary grades, 15 have middle level grades, and only six include high school grades.

Most charter schools in Colorado have been parent initiated or a combination of parent and teacher initiated. Charter school programs vary, ranging from traditional schools focusing on a common core of knowledge, to more experiential constructed-learning schools using experiences in the community. See the side-bars in this section for brief descriptions of several charter schools.

In addition to charter schools, there are many other policy elements of choice supporting systemic change in Colorado, such as the Public Schools of Choice Act, the Waiver Act, and the Postsecondary Enrollment Options Act.

Charter Schools

Stargate School, Adams 12 Five Star School District, Northglenn-Thornton

This elementary charter school serves 125 gifted and talented students grades 1-5. The school works with multi-age classes and programs that are interdisciplinary, flexible and individualized. Students meet in small learning groups.

While high in ability, the Stargate students also include the normal range of learning disabilities and attention deficit disorder behaviors. All are challenged to reach as far as they can. To meet the parent demand, the school is expanding to 175 students grades 1-6 in 1995-96, and hopes to begin middle school in 1996-97.

PUBLIC ENGAGEMENT

All of the initiatives for systems change seek to listen to and interact with Coloradans as plans are developed and standards set. A variety of strategies have been used for getting citizen input and involvement in such initiatives as School-To-Work, professional educator licensing, and Goals 2000.

- Town meetings and satellite television discussions have been held. The Standards and Assessment Development and Implementation Council (SADI) circulated over 14,000 copies of the model content standards.

- The Colorado Association of School Boards (CASB) and the Colorado Association of Commerce and Industry (CACI) have been holding brown bag lunches at Colorado companies to get workplace reactions.

Agenda 21, a future-focused organization with participation from business, government and citizens, sponsored conferences and opinion surveys to ask what the citizens want from their education system.

- The majority of Colorado citizens say basics are essential, but no longer sufficient.

- Public opinion was more sharply divided over the K-12 system than over higher education.

- The preferred future? By the 21st century, Colorado's education system should focus on the lifelong learner, and be responsive to community and individual needs. Schools and communities work together as equal partners. The system respects cultural diversity and individual differences of learners. It sets higher standards for all learners, and holds all stakeholders accountable. The system is supported by equitable, adequate and stable funding.

QUALITY EDUCATORS

The Colorado Educator Licensing Act became effective on July 1, 1994. The new procedures, replacing the earlier certification law, aim to strengthen and "professionalize" teaching and administration through higher standards.

Professional development includes strengthening teachers' abilities to assist students in meeting content standards and other high expectations. Grants have been received to assist colleges and universities to prepare educators for working in standards based education.

- First, preparation of teachers and administrators is based on new knowledge and performance standards gained through college preservice programs.

- Second, before being licensed, professional educators must pass a series of assessments in basic skills, liberal arts and sciences, pedagogy (professional knowledge), and subject area (content fields).

- Third, a comprehensive on-the-job induction program is provided to support the new teacher during the initial three-year provisional license period. Professional development and performance assessments are included.

Charter Schools

Connect School, Pueblo County 70

The first Colorado charter school to be approved, the Connect School opened in fall 1994, serving 90 students grades 6-8 its first year. It will expand to 110 students for 1995-96. Connect acts as a middle school-without-walls, utilizing multiple community resources for learning such as museums, parks, libraries, computer labs and mountain experiences.

Connect School plans a dramatic expansion of its online capabilities in 1995-96, increasing student exposure to the world of telecommunication. The school's success to date, combined with a waiting list of around 200 and an extremely supportive district, has led to discussion of adding a high school.

Section 3

National Education Goals
Colorado's 1995 Governor's Report Card

This is the fourth annual report on Colorado's progress toward the National Education Goals. Each year, every state and the nation as a whole compile the most recent, reliable and comparable information to show how far we have come and how far we have to go to reach these goals. This effort is intended as a tool to help local communities engage in discussions about the changes and reforms needed to improve our public schools.

THE NATIONAL EDUCATION GOALS

Our challenge amounts to nothing less than a revolution in American education. A battle for our future.... At any moment in every mind, the miracle of learning beckons us all. Between now and the year 2000, there is not one moment or one miracle to waste."

-- President George Bush

In 1989, President Bush and the nation's 50 governors, including Arkansas Governor Bill Clinton, forged an unprecedented effort to revitalize schools across the country by agreeing on a set of national goals that could guide and measure our school reform efforts. They set these goals for the year 2000. The timeline is ambitious; the policies and changes we need to pursue to reach them are dramatic. But the governors and the President wanted the goals to be high. They wanted to clearly state the urgency and sustained action we need to make our education system into a world-class education system.

The goals have focused the nation and its schools on what really matters: the results we want from our schools for children. They accurately reflect the expectations the public must have at every level of our education system: youngsters who are healthy and come to class ready to learn, classrooms that are safe and orderly, students who stay in school and learn the skills and knowledge they will need to be successful, and adult Americans who are literate.

For the first time in history, the President and all 50 states agreed to an effort of sustained action to improve our schools. In March 1994, the U.S. Congress put the six original National Education Goals into statute and added two new goals to the list: professional development and parental participation. The eight goals now are as follows:

GOAL 1: SCHOOL READINESS.

By the year 2000, all children in America will start school ready to learn.

GOAL 2: SCHOOL COMPLETION.

By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP.

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

GOAL 5: MATHEMATICS AND SCIENCE.

By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING.

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.

By the year 2000, every school in America will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

GOAL 8: PARENTAL PARTICIPATION.

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

To hold the nation accountable for meeting these goals, the governors and President created the National Education Goals Panel. Each fall, the National Education Goals Panel releases its "education scorecard," a report with the most up-to-date and reliable data on how well the goals are being met.

Portions of the national goals report are available on-line: contact the "Coalition for Goals 2000" at (202) 835-2000 for more information. For questions about the report or to order complete copies, contact the National Education Goals Panel at 1850 M St., N.W., Suite 270, Washington, D.C. 20036 or phone (202) 632-0952.

Every state also issues its own goals report each fall. This Section 3, "National Education Goals," is Colorado's report. The year 2000 seemed very far away in 1989. Today it is much closer and there is still a long way to go before Colorado reaches the national education goals. As many states -- and as many schools across the country -- Colorado has made great progress in several areas. But with only five years to go, the challenges remaining are formidable and a renewed sense of urgency should inform our work.

KEEPING THE PROMISE

"The process of measuring progress toward the goals is intended to educate, inspire and motivate people. It is like holding a mirror up to people and asking them to recognize and change what is wrong."
-- Governor Roy Romer

When it comes to rebuilding and renovating Colorado's schools, teamwork is required. There is no single person or group of experts who have sole responsibility to make schools better. Everyone in the community must pitch in with their unique talents, skills and -- perhaps most important -- commitment. Concerned citizens need to work with educators and school officials as a team of "education architects" -- a team that will build a system of teaching and learning that will help schools achieve the national education goals.

To achieve the goals, citizens must be engaged and have access to the best information about what is working and what isn't so they can make sound decisions and manage change. This is the heart of the national education goals: giving every school community accurate information that defines its educational strengths and weaknesses.

Using the goals as a starting point, communities should figure out where they need and want to go, where they are in relation to that destination, and what they have to

do to get there. The goals are intended to build strong local accountability systems that track progress over time and incorporate specific benchmarks to mark progress along the way.

Armed with this information, citizens can pose questions of themselves, their schools, and their communities: How is my child doing? How does my school compare? Have I done all I can to make a difference?

HIGHER EXPECTATIONS, BETTER RESULTS

As Alice made her way through the adventures of Wonderland, she asked for directions from the Cheshire Cat: "Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you go," said the Cat.

The process of improving schools to reach the National Education Goals asks each community in the United States to chart its own route to reach local and national goals. While a rare few might still advocate greater centralization and "top-down" reforms, most recognize that the only way to bring about true change in this country's 16,000 autonomous school districts is to empower those closest to the action.

However, in attempting to meet the goals, each community must first address the same central question: What will success look like? Clear and ambitious standards for student performance are vital for answering this question effectively. Developing and using standards are thus an essential precondition for education improvement and achieving the national education goals.

There is probably no question more basic to the very nature of teaching and learning than determining what students should know and be able to do. What knowledge or skills must students possess? What exactly must a student know and be able to do to be competent in English, history or the arts?

Ask your barber or grocery store clerk these questions. Ask teachers, school principals and parents. Currently, there are about as many answers to these questions as there are friends, neighbors and experts to ask. Our society has vague expectations that vary from school to school and child to child. And our expectations for the vast majority of children have been far too low.

In the world around us, standards define what it takes to know or do something well, whether it's competing in a broad jump, flying a plane, practicing medicine or defining a safe and useful product. Standards are oriented not to the lowest common denominator, but rather to quality, excellence and proficiency. Nor are they broad, fuzzy "outcomes;" they are clear, specific benchmarks against which individual performance and progress can be judged.

Standards replace the guesswork. They say to employers: This is what you can expect from our graduating students. They say to parents: This is what your son or daughter needs to accomplish if he or she wants to go to college or get a good job after school. And they say to concerned citizens: This is how your public school tax dollar is being invested. This is how we will hold ourselves accountable for results, how we are achieving the national education goals.

REACHING THE GOALS IN COLORADO

"Colorado's basic formula for education change is a clear common vision, high standards that are held for all students, local action, and accountability for results."

-- Commissioner of Education William T. Randall

Changes in school reflect state-level policy and local-level action. Throughout Colorado, educators, parents, community leaders and elected officials are working together to provide a support structure, resources and assistance to communities to help them reach the national education goals.

GOAL 1: SCHOOL READINESS.

During the first five years of life, a child will develop more rapidly and extensively than during any other time. The healthy development of children thus is essential to ensuring children start school ready to learn. "Bright Beginnings" -- a grassroots campaign representing a new partnership of government leaders, businesses, the media, seniors, clergy and children's advocates -- is working to

inform and support local efforts in every community to help parents raise a healthy generation of children. *For more information contact "First Impressions" in the Governor's office: (303) 866-2145.*

GOAL 2: SCHOOL COMPLETION.

Colorado's School-To-Work initiative is about making sure our children have access to good jobs with good wages. We know that workers who graduate from high school or college earn significantly more than those without diplomas. The initiative is seeking to create partnerships between school districts, local businesses, and institutions of higher education. These partnerships work to create job training and apprenticeship opportunities; integrate K-12 and higher education programs; and ensure students graduate with the skills, knowledge and experience to be competitive in the workplace. *For more information contact Janet Gard in the Governor's office: (303) 866-2155.*

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP.

Districts that have taken seriously the business of setting clear standards for student performance, measuring progress and making changes based on the results are seeing gains in student achievement. Legislation now directs every Colorado school district to work with its local community to develop standards for student performance in reading, writing, math, science, history and geography by January 1997. Standards in art, civics, economics, foreign language, music and physical education will be developed at a later date. "Goals 2000" legislation passed by Congress last year provides an infusion of resources to give as local grants for community efforts to set standards and raise performance. Model "content" standards are being developed through a public, statewide consensus process. A Colorado Education Goals Panel is working on a coherent education reform plan. *For more information contact Jon Silverstein at Colorado Department of Education: (303) 866-6635; or the Standards and Assessment Development and Implementation Council: (303) 866-6605.*

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.

Expecting more from students means expecting more from educators; if students are to increase the skills and knowledge they learn, many teachers will need to increase their skills and knowledge. In 1994, Colorado adopted a new licensing system for educators -- a system that licenses educators based on ability and performance, rather than on the number of college classes taken. In addition, the Governor's Office and the Colorado Department of Education convened a working group to examine ways to strengthen professional development and make it more relevant. *For more information, contact John Calhoon of the Governor's office: (303) 866-2471.*

GOAL 5: MATHEMATICS AND SCIENCE.

The "COMMECT" project -- an intensive five-year, $10 million school reform effort in 12 communities around the state -- is working to boost student achievement in math and science. In each of these communities, teams of school district leaders, college or university officials, and local employers are working to improve and strengthen math and science curriculum, instruction, and assessment. The communities include Alamosa, Boulder, Colorado Springs, Denver, Durango, Fort Collins, Grand Junction, Greeley, Gunnison, Jefferson County, Northglenn and Pueblo. *For more information, contact "CONNECT": (303) 894-2140.*

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING.

The Access Colorado Library and Information Network (ACLIN) has been providing residents of Colorado with free access to online information resources since early 1993. Resources include approximately 130 library catalogs and 35 other information databases, including the Colorado legislative database. Any user, anywhere in Colorado, from a library or from home, school or office using a micro computer and modem via a toll-free phone call, can connect to ACLIN. *For more information contact your local library.*

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.

Students can't learn if classrooms are disruptive and disorderly and if hallways and schools are unsafe. In 1993, the Colorado General Assembly passed legislation that gives school principals and school districts new tools for ensuring schools are safe and that disruptive or dangerous students are removed. This legislation is making a difference in the classroom, and state-level policy-makers are now focused on examining options for students who are expelled. Colorado needs to create alternatives for these students, ensuring they don't pose a danger to others and rehabilitating them before they become hardened criminals. *For more information, contact Mary VanderWall, Colorado Department of Education: (303) 866-6766.*

GOAL 8: PARENTAL PARTICIPATION.

Community organizing is the key to causing changes in institutions. The state's Community Partnership Office helps communities and neighborhoods organize themselves for action and puts individuals in contact with resources and groups they can use in their own communities. In addition, the Partnership Office coordinates community service efforts, Communities for Drug-Free Colorado, and "Colorado 2000." *For more information, contact The Partnership Office: (303) 894-2750; or the Colorado Parent-Teacher Association: (303) 758-3466.*

Colorado indicators of progress on the national education goals are reported on the following pages.

GOAL 1: SCHOOL READINESS.

By the year 2000, all children in America will start school ready to learn.

WHERE COLORADO STANDS: Many young children and their families are receiving services, and several of the indicators are improving. The Colorado Preschool Program will be expanding over the next three years. At the same time large numbers of children remain underserved and at-risk of health and learning problems. Early childhood programs are characterized by low teacher pay and high staff turnover rates.

Indicators	Base	Most Recent	Comments
Percentage of children living in poverty under the age of 6.	--	17.7	Colorado ranked 23rd among the states in 1989. Poverty for minorities is higher than for whites.
Percentage of low birthweight babies born (below 5.5 lbs.).	7.8	8.4	The percentage of Colorado infants at-risk from birth has **increased** from 7.8 in 1989 to 8.4 in 1993.
Percentage of women starting prenatal care in the first trimester of pregnancy.	76.4	79.5	A growing percentage of Colorado women have received prenatal care as this 1989 figure has **risen** to 79.5 percent in 1993.
Percentage of children under age 6 without any form of health insurance.	20.0	14.7	One-seventh of Colorado children had limited access to medical care in 1993. This figure dramatically **decreased** from 20.0 percent in 1991.
Percentage of children fully immunized by age 2.	57.0	63.3	A larger percentage of Colorado children have been immunized as this 1994 figure **increased** from 1988.
Number of children in licensed care that are served through the Child and Adult Care Food Program (CACFP).	34,000	46,000	The CACFP ensures that an **increasing** number of young children receive the proper nutrition needed for healthy development as this figure grew from 1991 to 1995.
Percentage of eligible children served in the Colorado Preschool Program (CPP).	17	27	Children enrolled in the CPP have shown marked improvement in language skills. The number served **increased** 64 percent from 1993-94 to 4,500 in 1994-95.
Percentage of eligible children served in Head Start.	38	35	Although the number served has increased from 6,604 in 1992 to 8,118 in 1994, the number of eligible children has also increased. Thus, a **decrease** in percentage.
Number of 3- to 5-year-olds per 1,000 who are both in preschool and disabled.	27	35	The number of children with disabilities served in preschool **increased** from 1991 to 1993.
Percentage of licensed child care programs that are accredited by NAEYC.	6.0	7.4	The 1995 percentage of accredited centers has **increased** since 1993. The number has **increased** from 88 to 107.
Annual turnover rate (percent) for early childhood professionals in centers and homes.	41	51	Studies show that high staff turnover rates adversely affect children's development. This 1995 figure has **dramatically increased** from 1989.
Annual starting salary for early childhood professionals.	$6,808-$10,342	$12,615	Low salaries, as indicated by these 1989 and 1995 figures, make it difficult to recruit and retain qualified educators. Wages continue to be low despite the level of staff education.

GOAL 2: SCHOOL COMPLETION.

By the year 2000, the high school graduation rate will increase to at least 90 percent.

WHERE COLORADO STANDS: Colorado's Class of 1994's high school graduation rate decreased slightly over those of 1991. Rates for all racial/ethnic groups decreased between 1991 and 1994. Graduation rates of American Indian, Black and Hispanic students remain significantly lower than the state average. Completer rates increased slightly from 1991 to 1994.

Indicators	Base	Most Recent	Comments
Graduation rate for grades 9-12 *The graduation rate is the number of students who receive a regular high school diploma as a percent of those who were in membership during the four-year period from grades 9-12.*	78.9	78.8	Colorado's Class of 1994 graduation rate, which includes students who receive a regular high school diploma, **decreased slightly** from the Class of 1991 rate. The rates for all minority groups **decreased** between 1993 and 1994.
Completer rate for grades 9-12 (1991 vs. 1994) *The completer rate includes graduates as well as students who received certificates or other designations of completion.*	79.8	79.9	The Class of 1994 completer rate **increased slightly** from 1991, but **decreased slightly** from 1993. Graduation and completer rates for American Indians, Blacks and Hispanics were significantly below the state average (see Fig. 3.1).
Dropout rate for grades 7-12 (1991 vs. 1994) *The dropout rate is an annual rate of the number of students who leave school in a year as a percent of all students in membership during the year.* *Note: Beginning in 1993-94, under law, expelled students are no longer included in the dropout rate calculation.*	3.6	4.3	The 1993-94 annual dropout rate of 4.3 percent for grades 7-12 **increased slightly** over the 1990-91 rate of 3.6 percent. The dropout rates were highest for grades 10 and 11 (see Fig. 3.2). Of the more than 12,000 students who dropped out in 1992-93, 3,780, or 30 percent, returned for the 1993-94 school year.
Percent at or above national graduation rate goal of 90%: - % districts - % schools	 38.1 31.0	 42.0 34.0	The percent of districts and schools already achieving at or above the state and national goal **increased** in 1994 compared to the base year 1991.

Fig. 3.1 1994 Graduation Rates By Race/Ethnicity

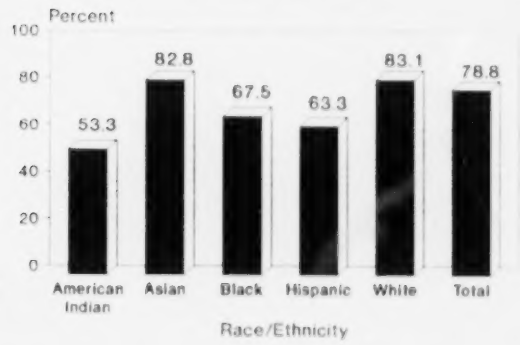
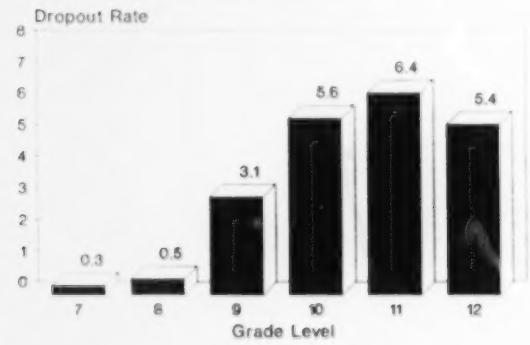


Fig. 3.2 Dropout Rates by Grade Level Grades 7-12, 1993-94



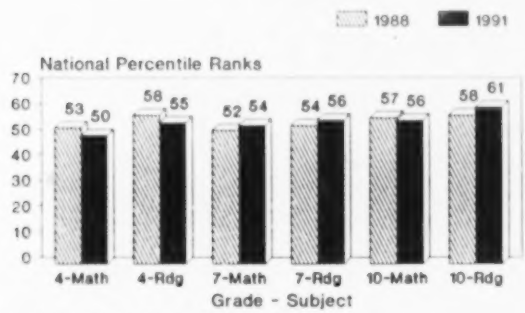
GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP.

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

WHERE COLORADO STANDS: Colorado students showed gains in several achievement indicators and scored above national averages on most measures of achievement. Reading proficiency levels, however, were not high enough. Colorado scored as high or higher than all but one nation on the 1991 International Assessment of Educational Progress (IAEP) geography test. Colorado Advanced Placement measures have been stable or increasing over baseline measures.

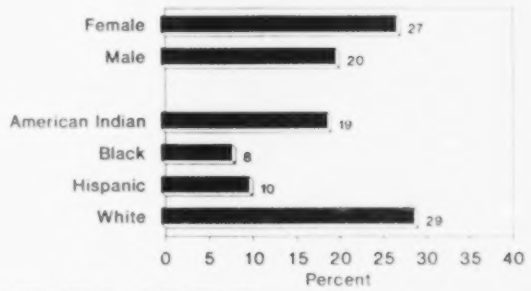
Indicators	Base	Most Recent	Comments
Average percentile results of 10th graders on Tests of Achievement and Proficiency (1988 vs. 1991).			Colorado mathematics and reading scores were at or above national averages, grades 4, 7 and 10 in 1991. Grade 7 and grade 10 reading scores **increased** from 1988, 4th grade scores **declined** slightly (see Fig. 3.3).
- Mathematics	57	56	
- Reading	58	61	
Percentage of grade 4 public school students scoring at the Proficient or Advanced level in **reading** on the National Assessment of Educational Progress (NAEP) (1992 vs. 1994).	22	23	In 1994, the U.S. score was 24 percent at or above proficient. There were large variations in proficiency in Colorado by community type and race/ethnicity (see Fig. 3.4). Disadvantaged urban areas scored particularly low.
Number of 11th and 12th graders (per 1,000) receiving a score of 3 or higher on the Advanced Placement exams in core subject areas (1991 vs. 1994).	64	68	The number of Colorado students per 1,000 scoring 3 or higher in the core subjects of English, mathematics, science and history **remained the same** as 1993. The U.S. number in 1994 was 58.
Number of 11th and 12th graders (per 1,000) that took an Advanced Placement (AP) exam in a foreign language, (1991 vs. 1994).	9	9	The number of Colorado students taking an AP exam in a foreign language in 1994 **decreased** from 1993, but did not change from 1991. Of those taking the 1994 language exams in Colorado, 70 percent scored 3 or higher.

Fig. 3.3 State Assessment Results
Mathematics and Reading Achievement



Iowa Tests of Basic Skills, Grades 4 & 7
Tests of Achievement & Proficiency G.10

Fig. 3.4 Grade 4 Reading Competency
Percent At or Above Proficient
Level on 1994 NAEP*



*National Assessment of Educational Progress

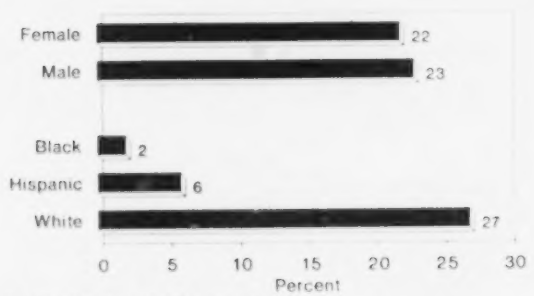
GOAL 5: MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

WHERE COLORADO STANDS: Students are taking more mathematics and science in high school, while college degree emphasis in math and science has remained stable. A gender gap still exists in college level math and science achievement. On the International Assessment of Educational Progress (IAEP), Colorado 9- and 13-year-olds scored above U.S. averages on both mathematics and science, and above the international science averages but below the international mathematics averages. While ranking high compared to other states on the National Assessment of Educational Progress (NAEP) eighth grade mathematics assessment, less than 30 percent of students scored at the proficient level. The average achievement level of minorities remains below the state average.

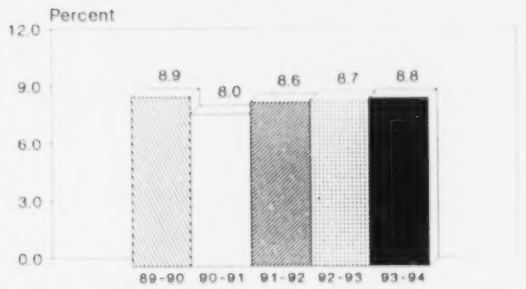
Indicators	Base	Most Recent	Comments
Percentage of students who achieved a score of proficient or better on the mathematics portion of the NAEP.			Colorado ranked in the top third: 13th among 44 states participating in the math assessment at the 8th grade level, and 16th among 44 states at the 4th grade level. Males and females scored similarly (see Fig. 3.5).
- Grade 8 (1990 vs. 1992)	22	26	
- Grade 4 (1992)	--	18	
Average percentage of items correct on IAEP at age 13 (1991).			Colorado in math scored at the international average (13th among 22 nations). In science, Colorado scored **above** international average (6th among 21 nations).
- Mathematics	--	57	
- Science	--	70	
Percentage of public high school teachers with some assignment in field who are certificated in field			Colorado public school teachers show high preparation rates in science (93 percent) in 1994. In mathematics the percentage with math endorsements **increased** from 69 percent in 1989 to 78 percent in 1994.
- Science (1993 vs. 1994)	93	85	
- Mathematics (1989 vs. 1994)	69	78	
The number of math and science bachelor degrees as a percentage of all bachelor degrees earned.	8.9	8.8	This percentage includes degrees earned in mathematics, life sciences, and physical sciences. The proportion of degrees earned in these fields in Colorado **has remained stable** between 1990 and 1994 (see Fig. 3.6). Males are more likely than females to obtain math and science degrees.

Fig. 3.5 Grade 8 Mathematics Competency
Percent At or Above Proficient
Level on 1992 NAEP•



•National Assessment of Educational Progress

Fig. 3.6 Math and Science
Degrees• as a Proportion of All
Bachelor Degrees Earned



•Bachelor degrees earned in mathematics, life sciences or physical sciences.

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING.

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

WHERE COLORADO STANDS: Colorado ranks high nationally in the educational level of its population. The percentage of Coloradans age 25 and over who were college graduates increased from 23 percent in 1980 to 27 percent in 1990, ranking Colorado in the top three states in the country. More minorities are entering college, but they still have lower college participation and completion rates than their non-minority counterparts.

Indicators	Base	Most Recent	Comments
Number of resident full-time equivalent enrollments in Colorado public colleges and universities.	112,523	115,380	Resident enrollment **increased** 2.5 percent between 1990 and 1994.
Percentage of Colorado high school graduates enrolled in Colorado public colleges the following fall (1990 vs. 1993).	41.1	43.4	Participation rates have **increased** steadily since 1986-87. Although the minority participation rates matched non-minority rates for the first time in 1991-92, Black participation remains well below that of other minorities.
Number of students who completed their education or were still enrolled as a percentage of the number of full-time, first-time freshmen four years earlier.			Completion or persistence rates at four-year colleges are almost double those at community colleges for both minority and non-minority students.
Minority students--4-year colleges	54.4	53.4	Comparison shows 1990-91 vs. 1992-93 data.
Non-minority students--4-year colleges	60.8	62.5	
Number of degrees awarded by Colorado public colleges and universities to minorities as a percentage of total degrees awarded (1991 vs. 1994).	10.7	12.9	Although the number of minorities enrolled in Colorado colleges has **increased**, minorities are not yet earning degrees in proportion to their enrollment. The percentage of degrees awarded in 1993-94 were: Asians, 2.5 percent; Blacks, 2.4 percent; Hispanics, 7.1 percent; and Native Americans, 1.0 percent.
Attendance and participation in cultural, visual, and performing arts activities (in millions).	4.8	5.9	Attendance and participation in activities funded by the Colorado Council on the Arts is **increasing** (1991 vs. 1993).
Public library circulation per capita (1989 vs. 1993).	5.9	7.6	Colorado library usage **increased** between 1989 and 1992, but decreased in 1993.
Number of resident FTE enrollments in continuing education courses and programs offered by Colorado public colleges and universities (1991 vs. 1995).	7,016	7,475	Colorado public colleges and universities offered more than 11,500 continuing education courses and programs in 1994-95.
Number of adults enrolled in Adult Literacy programs (1991 vs. 1994).	14,100	12,524	Emphasis has shifted from enrollment to adults completing and being literate.

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.

By the year 2000, every school in America will be free of drugs, violence and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning.

WHERE COLORADO STANDS: Although marijuana use among students increased, binge drinking decreased. Little change in student misbehaviors was observed, but teachers reported more consistently enforced rules, and class cutting was seen as less of a problem. Across the state over 55,000 arrests of juveniles occurred for a variety of offenses. These factors indicate a need for continued support of prevention programs.

Indicators	Base	Most Recent	Comments
Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools:			Colorado teachers reported very **little change** in the level of seriousness of these problems from 1988 to 1991 except class cutting. United States' 1992 percentages are higher in all categories with the exceptions of robbery or theft, and student tardiness.
- physical abuse of teachers	1	2	
- verbal abuse of teachers	32	28	
- robbery or theft	28	27	
- vandalism of school property	30	27	
- student tardiness	58	59	
- students cutting class	58	46	
Percentage of public high school teachers agreeing with the following statements:			Reported interference with teaching in Colorado **decreased** 13 percentage points from 1988. Rules were more consistently enforced in 1991 as the percentage **increased** 20 points from 1988. The U.S. figures in 1991, 33 and 61 percent respectively, were comparable to Colorado.
- The level of student misbehavior in this school interferes with my teaching.	45	32	
- Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	41	61	
Percentage of all high school students who reported in the past 30 days:			Colorado student marijuana use **increased** from 1990 to 1993. However, binge drinking **decreased**. Colorado students had a slightly higher percentage of drug use than the U.S. average with 1990 percentages of 14, 2 and 37 percent, respectively.
- using marijuana	16	21	
- using cocaine	2	2	
- having five or more drinks on one occasion	38	35	
Average age at which children begin experimenting with the following:			Colorado students are **waiting longer** to begin experimenting with alcohol, marijuana and inhalants as these 1990 average ages **increased** from 13.2, 13.8 and 12.1, respectively, in 1989.
- alcohol	13.2	14.2	
- marijuana	13.8	14.6	
- inhalant	12.1	13.8	
Number of juvenile arrests for:			The total number of juvenile arrests **increased** 23.1 percent from 1988 to 1993. Violent crimes include murder, manslaughter, rape, robbery and aggravated assault. (Numbers do not add to total because other categories of arrests are not reported.)
- driving under the influence	615	481	
- other alcohol-related offenses	2,140	4,107	
- drug offenses	972	1,690	
- burglary or theft	14,642	14,650	
- violent crimes	1,005	1,821	
Total	44,679	55,012	

WHAT PARENTS CAN DO

Taking advantage of the tools in place, rolling up their sleeves, and working diligently with others, parents can find simple things to do to help the schools reach the National Education Goals. The most important ingredient to meeting the goals, increasing student achievement, and improving schools is a parent who cares. Children need advocates. Even if you feel you are over your head, no one is better equipped to be an advocate for your children than you are. Be persistent and expect great things.

Here are some questions parents should ask at parent-teacher conferences, back-to-school nights, in guiding participation in school governing committees, and in evaluating the performance of school board members:

- Does this school have standards or clear expectations for its students? What should children know in math by the fourth grade? By graduation? What about English? Science? History?
- What kinds of tests are used to make sure students are attaining these skills and knowledge? Why? How do the tests relate to classroom work?
- What actions does the school take to help students who are falling short of the standards?
- Is this school sensitive to the needs of students from different cultures and backgrounds?
- Are students placed in different classes or groups for different subjects? How are the groups determined?
- What is this school's discipline policy?
- What is this school's homework policy?
- How does this school communicate with parents? How frequently?
- What opportunities are there for parent involvement in decision making, planning and volunteer activities?
- What after-school and summer programs are available?

"A Parent's Guide to Colorado Public Schools," is a brochure describing how parents can help their children get the very best education possible, available free from the **Governor's Office** by calling (303) 866-2155. **Agenda 21** will publish a guide this fall: "Recipes for Success: a Parent's Guide to a 21st Century Education." Call (303) 293-2177. The **Colorado State PTA** has pamphlets such as: "The Busy Parent's Guide to Education." Call them at (303) 758-3466. "Moving America to the Head of the Class: 50 Simple Things You Can Do," which describes activities you can do to help schools meet the National Education Goals, is available free from the **Education Excellence Partnership** by calling 1-800- USA-LEARN.

Section 4

Educational Performance

On a national performance based assessment in reading, an increasing percentage of Colorado fourth grade students scored at the proficient and advanced levels. Colorado student averages on college-entrance examinations were above the national average. Graduation rates decreased between 1993 and 1994.

The Colorado Education Goals adopted by the State Board of Education in 1988 focussed on graduation rates, attendance rates and student achievement to be attained by July 1, 1995. Scattered throughout this section are selected indicators reporting progress toward these goals. Colorado has made some headway on these goals, but realizes that there is a long way to go. The current State Board of Education will be considering new goals to reflect the direction of Colorado education in the future.

ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS

The National Assessment of Educational Progress (NAEP) is a Congressionally mandated project of the National Center for Education Statistics that has collected and reported information for nearly 25 years on what American students know and can do. In 1988, Congress authorized a new feature of NAEP that allowed states and territories to participate voluntarily in a trial state assessment, using samples representative of their students, to provide state-level data comparable to the nation and other participating jurisdictions.

In February 1992 and 1994, Colorado participated in the NAEP Reading Assessment for fourth grade students. Proficiency scale scores for the assessments run from 0 to 500. Each scale is divided into three achievement levels as described below.

Proficiency Levels

Basic Level (212). Students should demonstrate an understanding of the overall meaning of what they read. When reading texts appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences.

Proficient Level (243). Students should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading texts appropriate for fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Advanced Level (275). Students should be able to generalize about topics in reading selections and demonstrate an awareness of how authors compose and use literary devices. When reading texts appropriate for fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

Results and Comparisons

The majority of fourth graders scored at or above the basic level in reading. Very few scored at or above the advanced level.

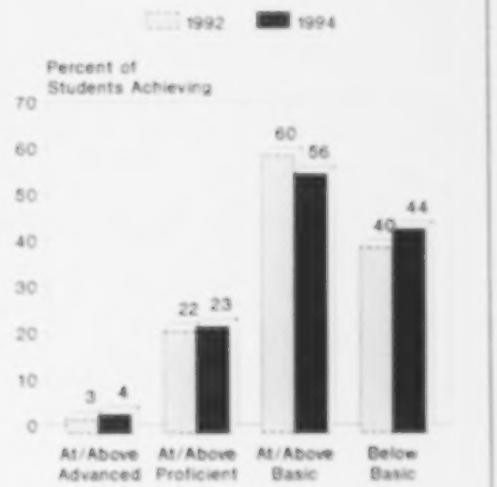
- Fifty-six percent of Colorado public school fourth graders were at or above the basic level, 23 percent were at or above the proficient level, and 4 percent were at or above the advanced level. For the nation, 56 percent of fourth graders were at or above the basic level, 24 percent were at or above the proficient level, and 4 percent were at or above the advanced level.

- Greater percentages of fourth grade students were at or above proficient and advanced levels in 1994 than 1992. However, a larger percentage were also below basic (see Fig. 4.1).

- The average reading proficiency on the Trial State Assessment varied across racial/ethnic groups of sufficient size to be reliably reported

(at least 62 students). American Indian students scored at 205, Black students scored at 192, Hispanic students scored at 194, and White students scored at 223.

Fig. 4.1 Reading Achievement Comparisons



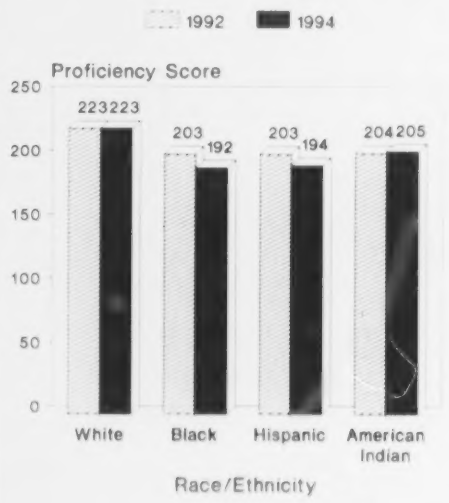
- American Indian students scored 1 point higher in 1994 than 1992. Blacks and Hispanics dropped 11 and 9 points respectively (see Fig. 4.2).

- The average proficiency scores for both Colorado and the nation showed a slight downward trend between 1992 and 1994.

ACHIEVEMENT OF COLLEGE-BOUND STUDENTS

Colorado scored above the national average in 1993-94 on the two tests most commonly used for college admission: the *American College Testing Program* (ACT) and the *Scholastic Aptitude Test* (SAT). Both tests are designed to predict how well a student will do as a college freshman. They measure knowledge and abilities associated with academic success in college. They do not measure high school achievement. Only students who are

Fig. 4.2 Average Reading Achievement Comparisons by Race/Ethnicity



thinking of attending postsecondary institutions take college admission examinations; other students do not.

ACT Results

The ACT is scored on a 36-point scale and provides five scores for a student: English, mathematics, reading, science reasoning and a composite score. Sixty-two percent (21,291) of Colorado's Class of 1994 took the ACT.

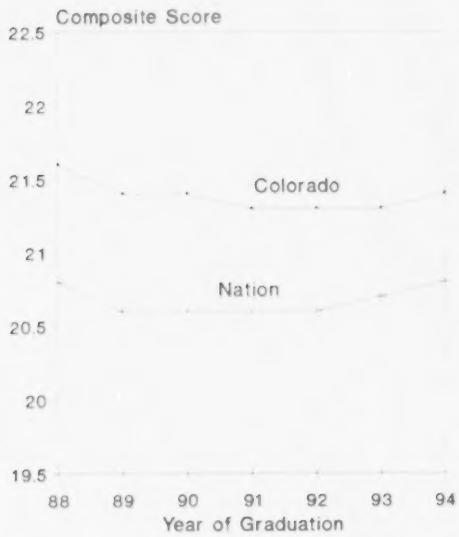
- Colorado average ACT scores in 1993-94 exceeded the national average in each area reported. The Colorado composite score was 21.4 compared to the national composite score of 20.8 (see Fig. 4.3).

- Scores from 1987 to 1989 are estimated scores obtained by linking the original older version scales to the new enhanced version which has been used since 1989-90. Of the three scores (English, math, and composite) available over the period 1990-94, English and math on the 1993-94 ACT declined slightly from 1989-90. The composite was the same in both years.

- The reading and science reasoning scores increased 0.2 point from 1992-93 to 22.0 and 21.8, respectively, in 1993-94. The English and mathematics scores remained constant. The

composite score increased 0.1 point to 21.4 in 1993-94.

Fig. 4.3 ACT Composite Scores



- In the Class of 1994, 68.2 percent of women and 54.6 percent of men took the ACT. Colorado women scored higher than men in English (21.1 vs. 20.2) and reading (22.3 vs. 21.8), but lower in mathematics (19.9 vs. 21.3) and science reasoning (21.2 vs. 22.4).

- Minority students in Colorado scored higher than minority students nationwide except for Asian Americans. Nationally, Asian Americans scored 21.7 on the composite and Colorado Asian Americans scored 20.9.

- Colorado minority students scored lower than White students on the composite ACT score (see Fig. 4.4). However, at the national level Asian Americans (21.7) scored higher than Whites (21.4).

- Students who had taken core curriculum scored higher on the ACT than those who had taken less than core. A core curriculum is defined as 4 units of English and 3 units each of math, social studies and science. In Colorado, students taking the core or more scored 22.6 and those taking less scored 19.8.

SAT Results

The SAT is scored on a 600-point scale (200 to 800) and provides both verbal and mathematics scores. Twenty-eight percent or 9,573 members of Colorado's Class of 1994 took the SAT.

- Scores of Colorado twelfth graders in the Class of 1994 increased on the College Board's *Scholastic Aptitude Test* (SAT) from the Class of 1993 (see Fig. 4.5). The total score on the SAT for Colorado in 1994 was 969, an increase of 6 points from 1993.

- The Colorado average verbal score increased 2 points to 456 in 1994 and the average

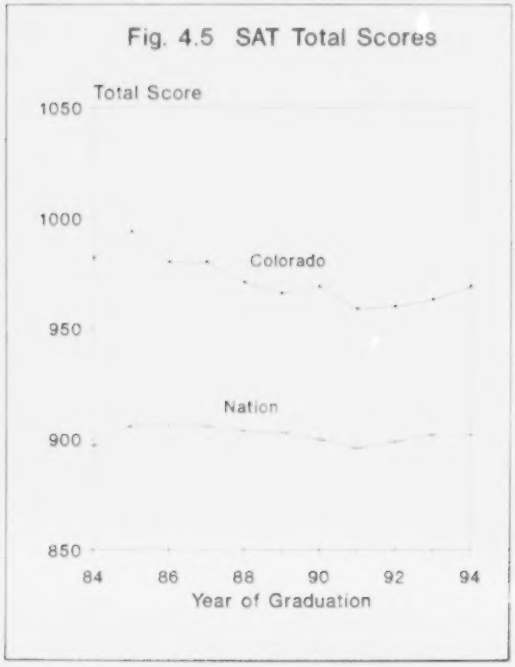
Fig. 4.4 ACT Results by Race/Ethnicity

Race/Ethnicity	Number of Students Tested	Percentage of Seniors	Average Score				
			English	Math	Reading	Science Reasoning	Composite
American Indian/Alaskan Native	189	69%	19.0	19.0	20.7	20.5	19.9
Asian/Pacific Islander	753	68	19.4	22.0	20.6	21.3	20.9
Black	669	45	17.6	17.3	18.6	18.8	18.2
Hispanic	2,011	43	18.3	18.5	19.7	19.7	19.2
White	15,398	57	21.2	20.9	22.6	22.2	21.9
Total*	21,291	62	20.7	20.5	22.0	21.8	21.4

* Numbers do not add to total because some students did not report their race/ethnicity.

mathematics score increased 4 points from 1993 to 513 in 1994.

Fig. 4.5 SAT Total Scores



- Colorado SAT scores were 33 points higher on the verbal portion and 34 points higher on the mathematics portion than the national average.

- In Colorado and the nation, men scored higher than women on the SAT in both the verbal and mathematics sections.

- Colorado minority student SAT scores were above national minority scores in each case. Using total scores, the comparisons were: American Indian, 911 vs. 837; Asian American, 974 vs. 951; Black, 805 vs. 740; and Hispanic, 901 vs. 803.

- The combined scores for Colorado minority student groups were lower than the Colorado average of 969.

- The percentage of twelfth graders taking the SAT increased from 17 percent in 1984 to 28 percent in 1994.

Advanced Placement Tests

The Advanced Placement Program (AP) allows secondary students to complete college-level studies in high school. Participating postsecondary institutions grant credit or appropriate placement to those test candidates who do well on the examinations. A wide variety of subject area tests is offered including history, math, science, English, foreign language, art and music.

- In Colorado 6,562 candidates were tested in 1994 across all subject area tests. Over half of those tested (54.9 percent) were female. Eighty-three percent of Colorado candidates who reported their race were White. Only 17 percent of the candidates were minority as compared to 23 percent minority students in Colorado's eleventh and twelfth grades.

- Sixty-eight (68.1) percent of the Colorado exams taken were passed at a score of 3 or higher on a 5-point scale. Nationally, 66.1 percent of all exams taken had scored at 3 or higher.

- The three most frequently taken Advanced Placement examinations in Colorado were English Literature and Composition, U. S. History, and Calculus.

One of the 1988 State Board Goals for student achievement was to increase the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented. A greater percentage of all racial/ethnic groups, except Blacks, took Advanced Placement classes in 1994 than in 1989.

- The percentage of students taking Advanced Placement classes in Colorado increased from 7.7 percent in 1989 to 8.7 percent in 1994. Increases in participation by race/ethnicity from 1989 to 1994 were, American Indian/Alaskan Natives from 5.7 to 6.1 percent; Asian/Pacific Islanders from 13.0 to 16.8 percent; Hispanics from 3.5 to 4.7 percent and Whites from 7.7 to 8.5 percent. Blacks decreased from 4.5 to 3.3 percent.

HIGH SCHOOL GRADUATION AND DROPOUTS

One measure of Colorado's educational performance is the percentage of students who earn high school diplomas. Three indicators of high school graduation are reported: the graduation rate, the dropout rate and the number of high school equivalency certificates awarded.

Graduation Rates

Colorado has a tracking system which accounts for transfers into and out of schools, school districts and the state. The graduation rate for the Colorado Class of 1994 within this system was 78.8 percent. This graduation rate was based on a four-year rate encompassing grades 9-12.

- The graduation rate excluding the alternative schools was 81.8 percent. Graduation rates of regular school programs were higher than the combined data from regular and alternative programs (see Fig. 4.6).

Fig. 4.6 Graduation Rates for Class of 1994

	Including Alternative Schools		Excluding Alternative Schools	
Group	Number of Grads	Rate	Number of Grads	Rate
Gender				
Male	15,694	76.4%	15,155	79.4%
Female	16,173	81.1	15,489	84.2
Racial Ethnic				
American Indian/ Alaskan Native	215	53.3	189	59.2
Asian/Pacific Islander	988	82.8	967	84.8
Black	1,346	67.5	1,269	73.3
Hispanic	4,186	63.3	3,921	66.7
White	25,132	83.1	24,298	85.6
Total	31,867	78.8	30,644	81.8

- The graduation rate for the Class of 1994 decreased 1.1 percentage points from the 1993 graduation rate.

- Female students (81.1 percent) reflected a higher graduation rate than male students (76.4 percent).

- White students had the highest graduation rate with 83.1 percent and American Indian students had the lowest with 53.3 percent. American Indian and Asian students had graduation rates which increased from 1993. Other racial/ethnic group rates declined.

- Colorado also tracks completer rates. This rate includes students who graduate or receive certificates or other designations of high school completion. The 1994 rate was 79.9 percent. The comparable rate excluding alternative schools was 82.2 percent.

One of the 1988 State Board Goals for graduation rate was to increase the unadjusted rate from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995. A priority objective was to have those racial/ethnic and gender groups with currently low graduation rates demonstrate proportionately greater increase in graduation rates each year until equity is achieved.

- The unadjusted graduation rate (12th grade graduates divided by 9th graders four years earlier) declined from 76.0 in 1987 to 74.9 in 1994. However, because of the goal and the inherent inaccuracies of this indicator, a graduation rate tracking system was implemented in Colorado beginning in 1990.

- Comparing the Colorado Class of 1991 graduation rates with 1994 rates, all rates by gender and racial/ethnic groups have declined with the exception of White students. Their rate increased from 82.4 to 83.1.

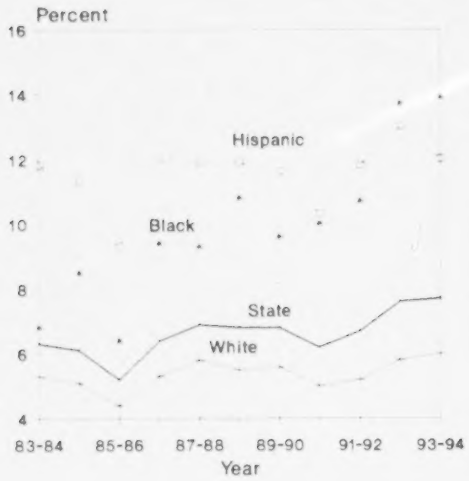
Student Dropouts

Dropouts are students who leave school or terminate their education prior to their expected graduation dates. Students who are known to transfer to other educational programs, including General Education Development (GED) programs, are not dropouts. In Colorado the dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school, including alternative schools, during a single school year.

- Colorado's dropout rate for grades 10-12 is fluctuating. This rate decreased from 9.8 percent in 1977-78 to 5.2 percent in 1985-86. The rate increased to 6.8 percent in 1988-89 but decreased to the 1990-91 rate of 6.2 percent. The rate increased to 7.7 percent in 1993-94.

- Dropout rates, grades 10-12, were higher for minorities (see Fig. 4.7). While the largest number of dropouts, grades 7-12, were White (7,271), the dropout rates were highest for American Indian/Alaskan Native, Black and Hispanic students (see Fig. 4.8).

Fig. 4.7 Annual Dropout Rates for Blacks, Hispanics and Whites Grades 10-12



- Dropout rates were higher in tenth and eleventh grades, among males and in the urban-suburban setting (see Figs. 4.8 and 4.9).

Fig. 4.8 Annual Dropout Rates for Grades 7-12 by Selected Group

Group	Number of Dropouts	Rate
Gender		
Male	7,325	4.7%
Female	5,752	3.9
Racial/Ethnic		
American Indian/ Alaskan Native	259	8.1
Asian/Pacif. Islander	288	3.7
Black	1,159	6.7
Hispanic	4,100	7.9
White	7,271	3.2
District Setting*		
Denver City/Metro	6,833	4.4
Urban-Suburban	4,098	4.6
Outlying City	642	3.9
Outlying Town	754	3.0
Rural	419	3.4
Recreational	169	2.5
Small Attendance	17	1.3

* Excludes BOCES student counts

- Sixteen percent of dropouts left school before reaching tenth grade (see Fig. 4.9).

Fig. 4.9 1992-93 Annual Dropout Rates for Grades 7-12

Level	Number of Dropouts	Rate
Grade 7	140	0.3%
Grade 8	254	0.5
Grade 9	1,715	3.1
Grade 10	2,730	5.6
Grade 11	2,889	6.4
Grade 12	1,990	5.4
Ungraded	2	0.8
Alternative	3,357	30.7
Total	13,077	4.3

- Of the total seventh through twelfth grade 1993-94 enrollment count, 3,780 students or 1.2 percent were retrievals. These students dropped out the previous school year but were back in the public schools for the 1993-94 school year.

- Students often show a pattern of dropping out and then returning to school a year later. Nearly one-third (29.6 percent) of the 12,790 dropouts in 1992-93 returned the following year.

- Nationally, the U.S. Department of Education reports that 86.8 percent of 29- and 30-year-olds surveyed by the Census Bureau in 1993 had received a high school diploma or equivalency certificate. Eight years earlier the rate for 21- and 22-year-olds was 84.8 percent. Therefore, some of the students reported as dropouts will eventually complete their high school education.

Student Suspensions and Expulsions

Legislation enacted in 1993 mandated that students be expelled for serious violations. Expulsion is mandatory for possessing a deadly weapon, selling a drug or controlled substance, or for committing robbery or assault. The law specifies the grounds for suspension or expulsion are continued disobedience or persistent defiance of proper authority, defacing of school property, or behavior on or off school property which is detrimental to the welfare or safety of pupils or of school personnel. Expulsion is also required for students determined to be habitually disruptive.

- A total of 65,547 suspensions occurred in the 1993-94 school year. Students may have been suspended more than once.

- Males were suspended and expelled more than females (see Fig. 4.10)

Fig. 4.10 Suspensions and Expulsions 1993-94 School Year

Race/ Ethnicity	Suspensions	Expulsions
American Indian/Alaskan Native		
Male	618	22
Female	242	7
Asian/Pacific Islander		
Male	607	19
Female	215	6
Black		
Male	7,007	125
Female	3,017	29
Hispanic		
Male	11,969	364
Female	4,973	99
White		
Male	27,967	624
Female	8,932	116
Total		
Male	48,168	1,154
Female	17,379	257
Grand Total	65,547	1,411

- Three percent of suspensions (1,620) lasted for more than five school days.

- The most common reason for suspension was willful disobedience, and for expulsion was possession of deadly weapons (see Fig. 4.11).

- The total number of students reported as being expelled during the 1993-94 school year was 1,411. Of that number, 878 remained expelled and 533 had returned to an educational program by the end of the year.

Fig. 4.11 Reasons for Suspensions and Expulsions

Reasons for Suspensions	Number	Percentage
Willful Disobedience	22,764	34.7%
Destruction of School Property	1,353	2.1
Behavior Detrimental to Welfare and Safety	21,126	32.2
Other/ Unexplained	20, 304	31.0
Reasons for Expulsions		
Detrimental Behavior	360	25.5
Possession of Deadly Weapons	553	39.2
Sale of Drugs or Controlled Substances	161	11.4
Other/ Unexplained	337	23.9

High School Equivalency Certificates

Colorado residents who have not completed a high school program are given an opportunity to earn a High School Equivalency Certificate through the General Educational Development (GED) testing program. The GED examination, given in 38 test centers in Colorado, consists of five components: writing, mathematics, social studies, science and reading skills. Nationwide, more than 90 percent of colleges and universities and most employers accept the GED certificate as a secondary education credential.

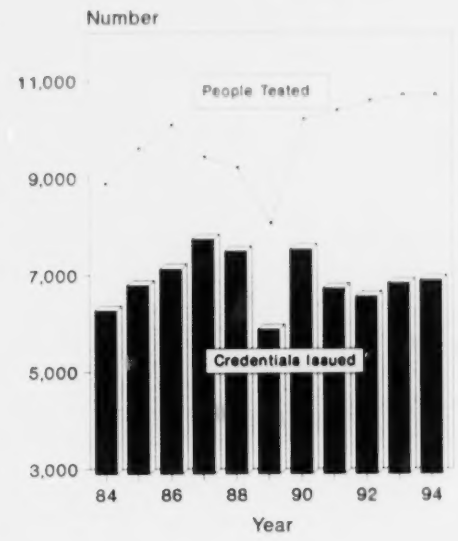
- In 1994, 10,693 people in Colorado were tested. Of those tested, 7,128 took the complete GED battery and 6,987 or 98.0 percent passed the tests.

- In 1994 the number of persons tested increased by one individual and the number of GED credentials increased 0.9 percent from 1993 (see Fig. 4.12).

- Forty-four (44.4) percent of the test-takers were 17-19 years old. In Colorado, 18.0 percent of the

test-takers were age 17, while nationally 9.6 percent were age 17.

Fig. 4.12 GED Credentials Issued



- The percentage of Colorado test-takers who passed the GED increased from 95.5 percent in 1993 to 98.0 percent in 1994. Nationally, 63.1 percent of the test-takers passed in 1994. These percentages are based on first time complete battery test-takers.

- A new program of literacy Certificates of Accomplishment has begun, recognizing basic accomplishment in reading, writing and mathematics. These certificates precede the GED.

POSTSECONDARY PARTICIPATION

Participation in Postsecondary Enrollment Options Act

The Postsecondary Enrollment Options Act allows Colorado eleventh and twelfth graders to take certain college courses and receive both high school and college credit. The school districts must pay tuition for students enrolled in one or two courses per academic term for which high school credit is granted.

- Ninety school districts reported 2,415 eleventh and twelfth graders taking courses in Colorado public institutions of higher education for high school and college/university credit in 1993-94.

- Thirty-three participating Colorado public institutions of higher education were attended by 663 eleventh graders and 1,752 twelfth graders.

- Across both first and second semesters, 75.1 percent of participants took only one or two courses. Four (4.1) percent, or 6 students first semester and 57 students second semester, attended the institutions of higher education on a full-time basis.

- The number of participants increased 9.5 percent from 1992-93 to 1993-94 as students and parents became more aware of the program. This upward trend is expected to continue.

- High school students also may attend postsecondary institutions on their own or through other programs in which high school credit is not obtained or the district does not pay tuition. There were 527 known students attending under other circumstances.

Continuation to Postsecondary Education

Approximately 75 percent of Colorado high school graduates eventually go on to some form of college or vocational postsecondary education.

- Approximately 56 percent of 1994 high school graduates went on to postsecondary education in fall 1994: 43 percent to Colorado public two-year and four-year colleges, 8 percent to out-of-state colleges and 5 percent to private or public vocational schools.

- An estimated 28 percent additional high school graduates were expected to enter college or other postsecondary schools after a delay of a year or more.

- In 1992, 52.9 percent of students entering a four-year college in fall 1986 received a bachelor's degree within six years. Less than half, 44.2 percent, had received a bachelor's degree in five years.

Section 5

School Age Demographic Profile

Colorado's total public school membership has increased since 1984. There have been large increases in membership the past four years, which reflect in-migration to Colorado. The increase is expected to continue through the end of the century. Private school enrollment increased slightly during the last few years, and a small but growing number of students are being served in home-study programs.

A growing number of Colorado school age children live in conditions often associated with school failure and dropping out. Colorado's at-risk population includes children who live in poverty and children who are homeless, abused, or non-English speaking. During the teenage years, many at-risk behaviors are exhibited including alcohol and drug abuse, sexual activity, suicide attempts, and violence.

PUBLIC SCHOOL MEMBERSHIP

Membership Trends

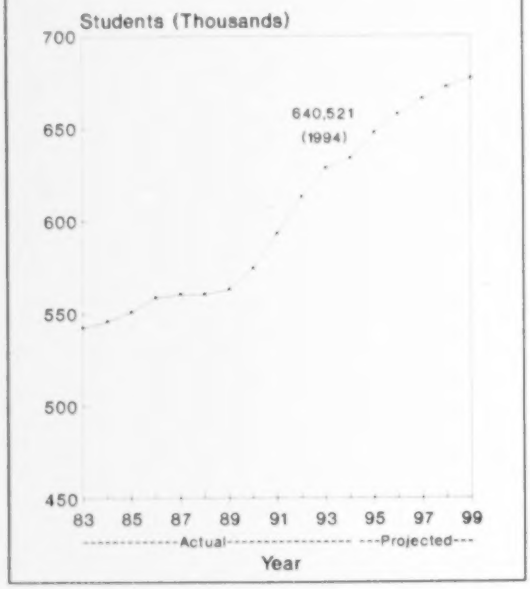
Colorado pupil membership is increasing and is expected to continue to increase through the year 2000. Fall pupil membership reflects a one day count taken on the official count date, October 1, each year.

- In fall 1994, there were 640,521 students in membership in Colorado's public schools. Public schools experienced a downward trend between 1972 (574,248) and 1983 (542,196), during which time school membership declined 5.6 percent. However, membership is once again increasing and has expanded 18.1 percent since 1983 (see Fig. 5.1).

- The large growth in pupil membership between 1993 and 1994, an increase of 2.5 percent or 15,459 students, has enlarged future projections. It is projected that Colorado's pupil membership will increase an average of 1.1 percent per year through fall 1999.

- The grade K-6 fall membership total of 358,690 represented an increase of 1.1 percent over 1993, while membership in grades 7-12 expanded by 3.7 percent from 1993 to a total of 270,635 students. Secondary school membership has grown as the larger K-6 population enters the secondary grades and as secondary-age students have migrated into Colorado (see Fig. 5.2).

Fig. 5.1 Pupil Membership Trends



- There were 169,738 minority students in membership in fall 1994 which represents a 40.2 percent increase over 1984. Minority students accounted for 26.5 percent of total student membership in 1994 (see Fig. 5.3).

Graduation Trends

Colorado public high schools graduated 31,867 students in 1994. This number increased only 28

Fig. 5.2 Pupil Membership
Lower vs. Upper Grades

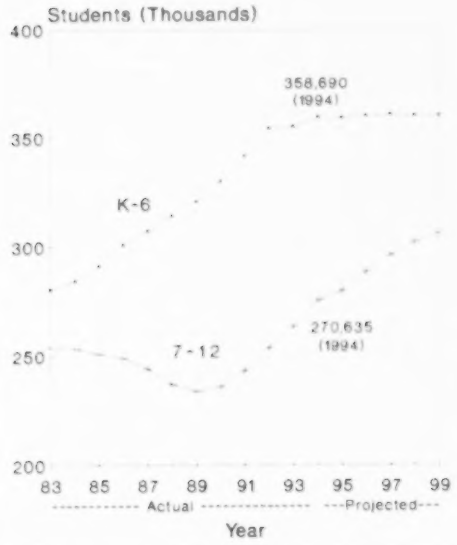


Fig. 5.3 Fall Pupil Membership by Race/Ethnicity

Race/ Ethnicity	1984 Count	1984 %	1994 Count	1994 %
American Indian/ Alaskan Native	3,816	0.7%	6,467	1.0%
Asian/Pacific Islander	10,505	1.9	15,956	2.5
Black	25,384	4.7	34,425	5.4
Hispanic	81,371	14.9	112,890	17.1
White	424,351	77.8	470,783	73.5
Total	545,427	100.0	640,521	100.0

students from 1993. Over the next ten years, graduate numbers are expected to increase 43.9 percent to a peak of 45,848 graduates in the year 2004. A general downward trend is projected after this peak (see Fig. 5.4).

Pupil Distribution

Fifty-one (50.9) percent of public school students attended school in one of the 14 Denver city/metro districts. Less than 1 percent of students resided in the 24 small attendance school districts (see Fig. 5.5).

- There was little change in the proportion of pupil membership found in each of the five Colorado census regions from 1984 to 1994. The eastern plains, eastern mountains and San Luis Valley each showed a decrease in proportion of membership of less than 10 percent. The front range and western slope had increases of less than 1.0 percent (see Fig. 5.6).

Fig. 5.4 Public School
Graduation Trends

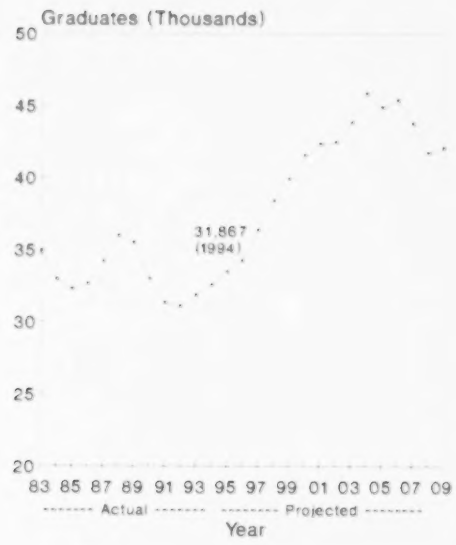
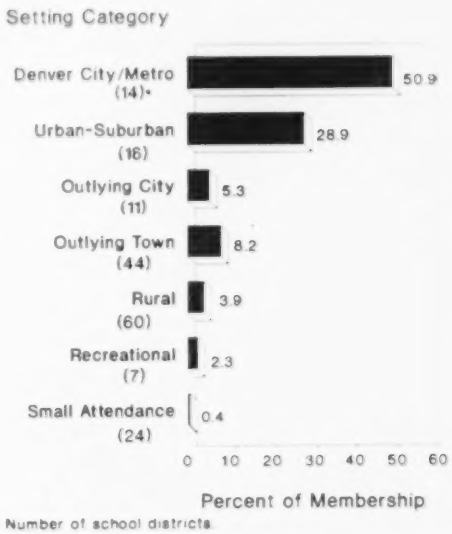
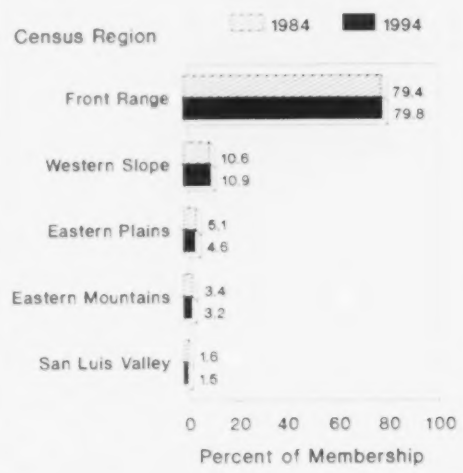


Fig. 5.5 1994 Pupil Membership
by Setting Category



* Number of school districts

Fig. 5.6 Pupil Membership by Census Region



PRIVATE SCHOOL ENROLLMENT

Three types of private schools provide educational services to children who do not attend public school: church-related, non-church-related, and special education schools. The majority are located in the Denver city/metro area.

- In fall 1994, 47,314 students were enrolled in 387 private schools. Private school students constitute 6.8 percent of the state's school age population. Reported enrollments ranged from one student to 1,272 students with an average student enrollment of 122.

- Independent schools accounted for 33.6 percent of the number of private schools and 21.0 percent of private school enrollment. Catholic schools represented 15.0 percent of private schools and 33.3 percent of private school enrollment (see Fig. 5.7).

Fig. 5.7 1994 Reported Private School Enrollment by School Type

School Type	Number of Schools	Student Enrollment
Baptist	22	2,521
Catholic	58	15,775
Episcopal	3	548
Independent	130	9,958
Jewish	9	854
Lutheran	34	3,774
Montessori	25	839
7th Day Adventist	22	1,188
Special Education	2	356
Miscellaneous	82	11,501
Total	387	47,314

- Kindergarten and elementary schools constituted 66.4 percent of the total number of private schools and 53.1 percent of private school enrollment (see Fig. 5.8).

Fig. 5.8 1994 Reported Private School Enrollment by School Type

School Type	Number of Schools	Student Enrollment
Kindergarten	85	1,410
Elementary	172	23,734
Middle School	2	244
Senior High	20	4,167
Special Education	3	359
Combined K-12	105	17,400
Total	387	47,314

- Private school enrollment was up 6.1 percent from 1993. The 1994 enrollment is the highest reported private school enrollment ever in Colorado (see Fig. 5.9).

Fig. 5.9 Private School Enrollment Trends

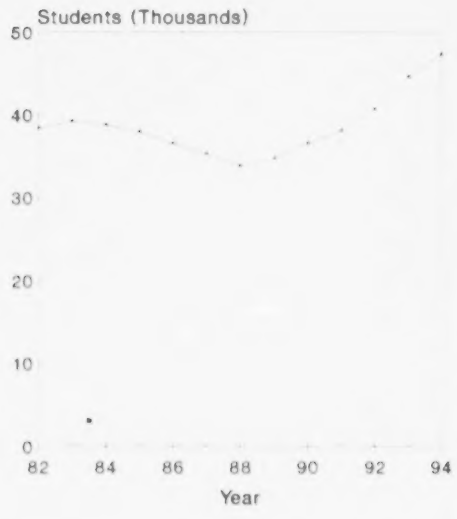
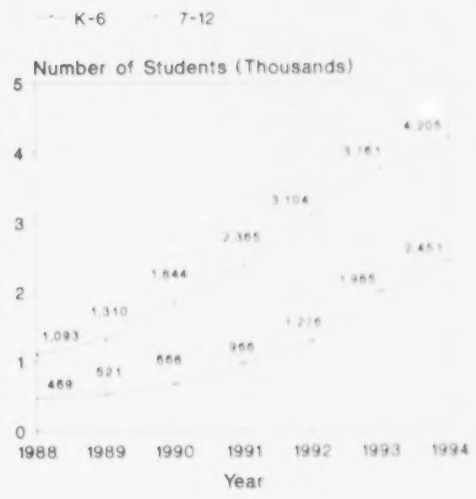


Fig. 5.10 Home-Study Program Enrollment



COLORADO HOME STUDY

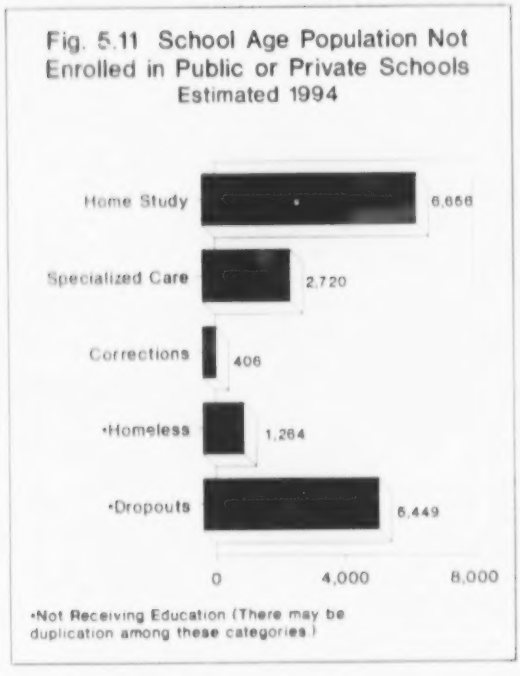
Colorado parents have the option of enrolling their school age children in a home-study program upon district notification. An increasing number of families are exercising this option. Still, those children reported receiving their education at home accounted for less than 1 percent of the total school age population of Colorado in 1994.

- A total of 6,656 students were reported in home-study programs in 1994, an increase of 15.8 percent over the previous year. Home-study enrollment for grades K-6 children increased by 11.8 percent over 1993. Enrollment for 7-12 grade children increased by 23.5 percent over 1993 (see Fig. 5.10). K-6 children constitute the majority of home–study enrollment at 63.2 percent.

COLORADO'S NON-SCHOOL POPULATION

Colorado's school age children receive their education in a variety of settings. Most are enrolled in one of the state's public or private schools. Over 92 percent of the state's school age population is enrolled in public school, and another 7 percent attend private school. However, many children receive their education in less traditional settings, and many do not receive any education at all. In an effort to capture a picture of where the remainder of Colorado's school age children were being educated on October 1, 1994, the following data were collected or estimated (see Fig. 5.11).

- In 1994, Colorado's public school districts reported 6,656 school age children enrolled in home-study programs.



- Students placed in specialized care facilities often receive their education on the premises. As of October 1, 1994, 2,720 children were receiving instruction in residential child care facilities, group homes, residential facilities for developmentally disabled, hospitals and mental health centers.

- Counts by the Department of Institutions show that 406 school age children were being housed in long and short-term correctional facilities and receiving their educations within the facilities.

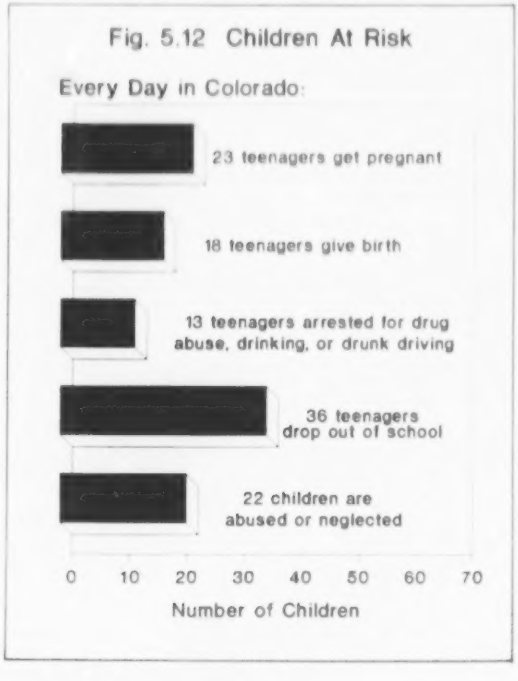
- An estimated 1,264 homeless school age children were not attending schools as reported by the *1993 Status Report--Education for Homeless Children and Youth.*

- In 1993-94 there were 13,077 dropouts from Colorado public schools. It is estimated that 5,449 of these students had already dropped out of school as of October 1, 1993.

COLORADO YOUTH AT RISK

Potential at-risk students include minorities, homeless children, students living in poverty, and children in single parent families. Educational spending to keep these students in school is both cost-effective and necessary. For every dollar spent to prevent educational failure today, $4.75 is saved in later costs of remedial education, welfare and incarceration.

The number of children in Colorado who are at risk is sizeable. Every day, the lives of numerous children are affected by at-risk factors such as pregnancy, drugs and alcohol, dropping out and abuse or neglect (see Fig. 5.12).



Children in Poverty

The number of poor children under 18 in Colorado in 1990 was 126,181. The percentage of children who were poor was 15.0 percent. Among the states from lowest to highest percentage, Colorado ranked 23rd.

- The number of poor children in Colorado increased 34,886 from the 1980 figure of 91,295.
- During the same period, the percentage of Colorado children who were poor increased 3.5 percentage points from 11.5 to 15.0. Colorado had the 10th largest increase in the United States.
- The chance of being a poor child in Colorado is 15.3 percent. Minority children, children five and under, and children from single parent families are at even greater risk of being poor (see Fig. 5.13).

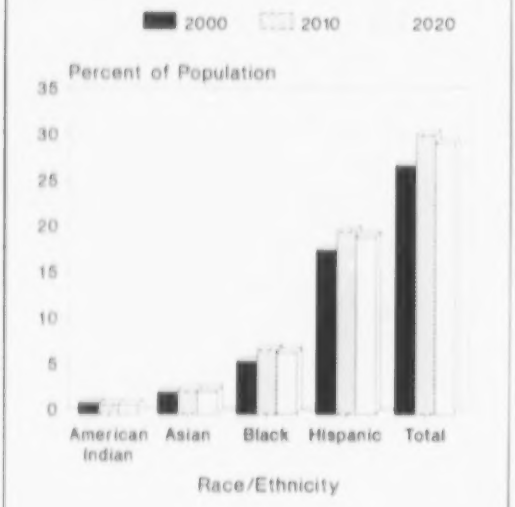
Fig. 5.13 Children's Chances of Being Poor

Minority School Age Population

The minority school age population in Colorado was projected to be 211,889 in 2000. This figure includes all minority persons in the 5-17-year-old range whether enrolled in public schools, private schools, institutions or not in school. In 2000, these students will account for 27.0 percent of the total school age population and this percentage is projected to increase to 29.5 in 2020 (see Fig. 5.14).

- The minority school age population is projected to increase 31.5 percent from 2000 to 2020. The non-minority population is expected to increase 6.0 percent over the same period.

Fig. 5.14 Projected Minority School Age Population



- The Hispanic school age population will show the greatest absolute growth within the minority groups, increasing 43,358 persons between 2000 and 2020.
- The San Luis Valley and front range public schools had the largest proportion of minority public-school enrollments in 1994 (see Fig. 5.15).

Fig. 5.15 Colorado Public School Minority Enrollment by Region

Region	1984 Total Minority	1984 Percent Minority	1994 Total Minority	1994 Percent Minority
Front Range	101,486	23.4%	144,605	28.3%
Western Slope	6,399	11.1	9,790	14.1
Eastern Plains	5,546	20.1	6,771	23.0
Eastern Mountains	3,138	17.0	3,538	17.1
San Luis Valley	4,507	51.9	5,034	53.9
Total	121,076	22.2	169,738	26.5

- All areas had larger percentages of minority children enrolled in public school in 1994 than 1984. The front range had the greatest increase in percentage of minority students.

Non-English Speaking School Age Population

In the 1990 census, 50,794 (8.3 percent) of 5-17 year olds in Colorado lived in homes where languages other than English were spoken. This number has increased 5.8 percent from the 1980 figure of 48,000.

- Twenty-two (22.0) percent or 11,171 of these children were linguistically isolated. No one in their household over 14 years of age spoke English well or at all.

- Fifteen (14.8) percent or 7,501 children were reported to speak English not well or at all.

Homeless

Due to unemployment, inability to pay rent or make mortgage payments, or moving to seek work, many families with children are left without homes. Education is often not a priority because homeless parents are concerned first about securing food, clothing and shelter for themselves and their offspring.

- An October 1, 1994 count of students identified 2,305 homeless children attending school.

- A more thorough survey of homelessness was conducted in October 1993. In Colorado, 4,356 children and youth were estimated to be homeless according to the *1993 Status Report--Education for Homeless Children and Youth* (see Fig. 5.16).

- According to the report, 71.0 percent of homeless children and youth were attending school as of the October 1993, study period.

- Reasons that homeless children were not attending school included the stigma and psychological disabilities that come from homelessness, the constant mobility of homeless life and lack of stability, parental disregard for the child's education, difficulty in transportation and a lack of basic necessities.

Fig. 5.16 Homeless Children by School Level and Type of Housing

School Level	Number	Type of Housing	Number
Elementary	2,170	Public Shelters	72
Middle Junior High	894	Private Shelters	2,967
High School	1,292	Relatives or Friends	1,317
Total	4,356	Total	4,356

Child Abuse

In 1993, there were 6,141 confirmed reports of child abuse filed with the Colorado Central Registry by county social service agencies. The reports involved 7,892 victims.

- Child abuse includes physical abuse, neglect, medical neglect, sexual abuse, emotional abuse and/or neglect (see Fig. 5.17).

Fig. 5.17 1993 Incidence of Child Abuse

Type of Abuse	Number
Physical Abuse	2,491
Neglect	4,037
Medical Neglect	456
Sexual Abuse	1,624
Emotional Abuse and/or Neglect	424
Unknown	459

* Incidence will not add to total victims because a victim can be classified under one or more abuse categories.

- There were 29 known deaths in Colorado resulting from child abuse in 1993.

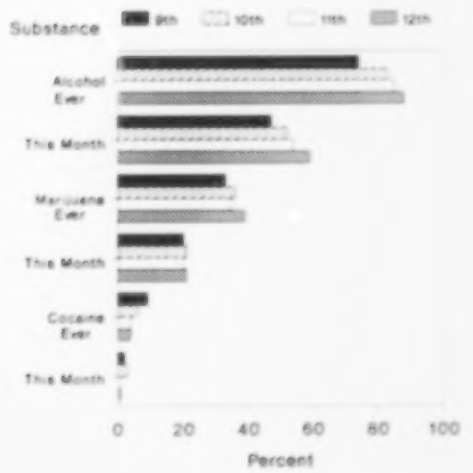
- The number of confirmed reports of child abuse decreased 14.0 percent from 1992. The number of victims decreased 14.6 percent in the same period.

Teenage Alcohol and Drug Abuse

Substance abuse is a serious issue facing Colorado schools. In 1993, 1,585 ninth through twelfth graders were surveyed regarding prevalence and frequency of drug and alcohol use.

- Three out of four students had tried alcohol by ninth grade and most twelfth graders had (see Fig. 5.18). Thirty percent of ninth graders and 41.1 percent of twelfth graders had drunk five or more drinks on one occasion in the past 30 days. Three (3.4) percent of all students reported having five or more drinks 10 or more times within that period.

Fig. 5.18 Use of Alcohol, Marijuana and Cocaine Among 9th-12th Graders



- Within the past month, one-third of all students surveyed had been in a car with someone who had been drinking. One-fourth of twelfth graders in the past 30 days had driven a car after drinking.

- More than a third of respondents had tried marijuana at least once in their lives and a fifth had used some within the past month.

- Six (5.6) percent of respondents reported they had tried cocaine and 2 percent had used it within 30 days.

Teenage Sexual Behavior and Pregnancy

Sexual behavior was tracked in the *1993 Youth Risk Behavior Survey* in Colorado. Thirty-eight (38.0) percent of ninth graders had had sexual intercourse at least once in their lives while 62.2 percent of twelfth graders reported they had.

- Males were more likely to have had sex before age 13 than females, 10.8 percent vs. 4.4 percent.

- Fifteen (14.8) percent of respondents who'd had sexual intercourse reported using no pregnancy prevention measures the last time they had intercourse. When prevention methods were used, condoms, birth control pills and withdrawal, in that order, were most commonly used.

- Thirteen (12.9) percent of female respondents, grade 12, had been pregnant once in their lives.

- One-fourth (23.6 percent) of respondents had used alcohol or drugs during their last sexual experience.

Teen pregnancy numbers for Colorado females aged 10-19 have decreased since 1983. During the same period, abortions have also decreased. The number of live births decreased until 1986, but has increased in recent years, although dropping 74 births from 1992 to 1993 (see Fig. 5.19).

- Teen fertility rate is defined as the number of births annually per 1,000 15-19-year-old females in the population. This rate increased from 47.0 in 1984 to 55.3 in 1991 and decreased to 50.7 in 1993.

- Colorado fertility rates for females 15-19 years of age were lower than the national rates for the same age group.

- Since 1984 the proportion of teenage pregnancies resulting in birth has increased from 56.1 percent to 75.8 percent. The proportion ending in abortion has, decreased from 41.0 percent to 23.7 percent during the same period.

Fig. 5.19 Teenage Pregnancy
Females 10-19 Years of Age

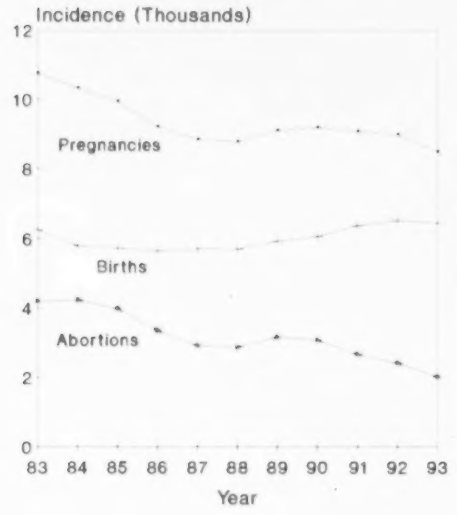
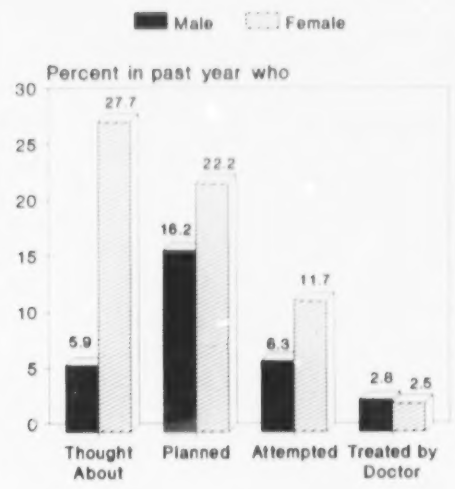


Fig. 5.20 Students Who Considered or Attempted Suicide



Teenage Suicide

After injuries, suicide is the 2nd leading cause of death for Colorado teenagers. Nationally, it is the 3rd leading cause of death for teenagers. Suicide is most common among teenagers and young adults. The *1993 Youth Risk Behavior Survey* questioned respondents' thoughts, plans and attempts of suicide.

- Females were more likely to have reported that they thought, planned or attempted suicide than male students (see Fig. 5.20).

- Only 3 percent of respondents reported an attempt serious enough to require medical treatment.

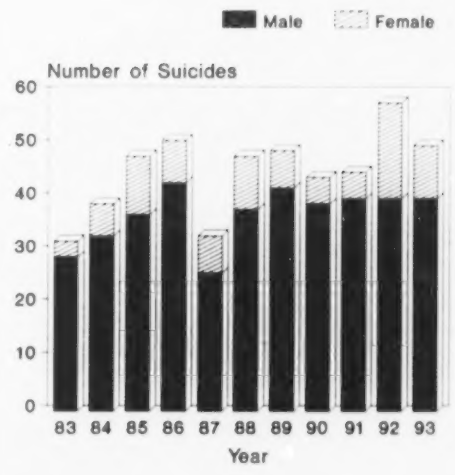
- Four (4.4) percent had attempted suicide more than once in the past year.

Colorado teenage suicide rates have varied widely over the last 10 years. In 1993, 50 Colorado youth, aged 10–19, committed suicide. In general, teenage suicide rates for Colorado tended to be higher than the national rates. The 1992 national suicide rate (deaths per 100,000 15-24-year-olds) was 13.0 and Colorado's comparable rate was 18.2.

- Suicide rates for 10-19-year-olds decreased from 11.7 in 1992 to 9.8 in 1993. Teen suicide rates generally have been higher in the past nine years than before 1985.

- Male teenagers commit suicide at a much greater rate than females (see Fig. 5.21). The 1993 male suicide rate for 10-19-year olds was 15.2 and the female rate was 4.0.

Fig. 5.21 Teenage Suicides by Gender for Teens 10-19 Years of Age



Teenage Violence and Potential Violence

The *1993 Youth Risk Behavior Survey* also asked about carrying weapons and physical fights.

- Males reported carrying weapons more frequently than females. Thirty-seven (36.5) percent of males had carried a weapon in the past 30 days and 6.7 percent of females had.

- Males were involved in more fights than females. Almost half (47.6 percent) of males had been in at least one physical fight within the past year and 29.4 percent of females had.

- Two out of three (62.9 percent) fights were with a family member or a friend.

Programs for Colorado Students At Risk

There are a wealth of federal and state programs to assist students at risk of not succeeding educationally in Colorado. The assistance needy students may receive ranges from additional educational support to health services or meals. Such programs include special education, Chapter 1, migrant education, bilingual education, gifted and talented programs, free and reduced lunch, drug-free schools, comprehensive health programs and others. The two largest support programs are special education, described in Section 7, and Chapter 1.

Nutrition programs affect many Colorado school children. More than 22 percent of students were eligible for free lunches in October 1994.

- All but three school districts in Colorado participate in the National School Lunch Program. The National School Breakfast program is offered in 87 school districts. Colorado schools serve 47 million lunches and 6 million breakfasts each year.

- The Summer Food Service Program for Children funds nutritious meals and snacks for children in needy areas when school is not in session during the summer. In 1994 approximately 15,000 children in Colorado participated in the program.

Chapter 1 of the Elementary and Secondary Education Act (ESEA) is the largest federally-funded program designed to provide supplemental services to educationally needy elementary and secondary students who reside in areas with high concentrations of children from low income families.

- In the 1993-94 school year, approximately $60 million in Chapter 1 funds served nearly 46,000 students in Colorado.

- Services were provided in the schools with the highest poverty levels. Forty-five (44.7) percent, or 612 of the 1,369 schools in Colorado had Chapter 1 programs in 1993-94.

- Colorado Chapter 1 average annual gains in advanced skills in normal curve equivalent (NCE) scores on nationally-normed achievement tests have shown a steady increase in the five-year period from 1989-90 to 1993-94. Gain increases were; reading from 4.7 to 5.7, language arts from 3.6 to 4.8 and math from 4.5 to 5.9.

Section 6

Educational Personnel

Colorado school districts employ nearly 65,000 people, more than half of whom are classroom teachers. Minorities continued to be underrepresented among Colorado teachers and administrators. Females were underrepresented as superintendents, but the percentage of female principals has increased from 20 to 40 percent since 1984. Males were underrepresented as classroom teachers, and the number of male elementary teachers has declined 26 percent since 1984. The number of graduates of teacher education programs increased 20 percent to nearly 3,400 in 1993-94. However, only 1,124 beginning teachers were hired in Colorado in fall 1994.

PROFILE OF SCHOOL DISTRICT PERSONNEL

Educational Staff Trends

In fall 1994, Colorado school districts employed 64,985 full-time equivalent (FTE) personnel. In the nine-year period from fall 1985 to fall 1994, school district staff increased by 6,784 or 11.7 percent. During that same period, student membership increased by 89,879 or 16.3 percent.

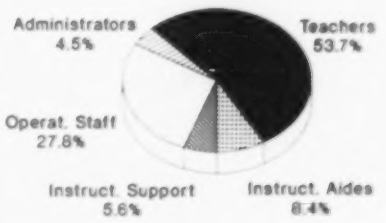
- Classroom teachers numbered 34,894.3 FTE and constituted 53.7 percent of all school district personnel in 1994 (see Fig. 6.1). Classroom teachers increased by 16.7 percent between 1985 and 1994, and accounted for 74 percent of the total staff increase during that period.

- Instructional aides numbered 5,440.1 FTE in 1994 and represented 8.4 percent of all personnel. Since 1985, the number of instructional aides has increased 46.4 percent.

- Instructional support staff numbered 3,649.2 FTE and constituted 5.6 percent of district staff. This category includes counselors, librarians, curriculum specialists, psychologists, audiologists, occupational therapists, physical therapists, speech correctionists, school nurses, social workers and teachers on special assignment. Instructional support staff increased 12.8 percent between 1985 and 1994.

- Operational staff in fall 1994 accounted for 27.8 percent of all staff and numbered 18,059.5 FTE. These include office support staff, food service workers, custodial staff, transportation personnel and library aides. Between 1985 and 1994, operational staff decreased by 1.1 percent.

Fig. 6.1 School District Personnel 1994



- Administrators numbered 2,941.9 and represented 4.5 percent of all staff. Administrators included superintendents, assistant superintendents, principals, directors and supervisors of services,

administrative assistants; business managers, attendance officers and deans.

- The number of administrators increased by 99 in the past year. The total number of administrators declined by 56.3 FTE, or 1.9 percent between 1985 and 1994.

In fall 1994, there was one full-time employee for every 9.9 students. Colorado school districts employed:

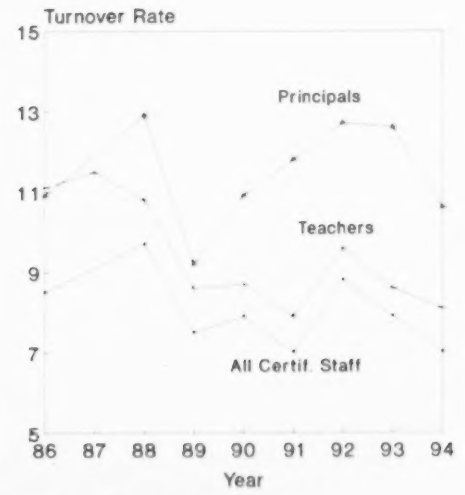
- one teacher for every 18 students,
- one operational staff member for every 35 students,
- one instructional aide for every 118 students, and
- one administrator for every 218 students.

Turnover in School District Staffing

The turnover rate for all certificated school district personnel declined from a high of 9.7 percent in 1988 to 7.0 percent in fall 1994 (see Fig. 6.2). The turnover rate is the percentage of total staff in a given year who left before the beginning of the next year.

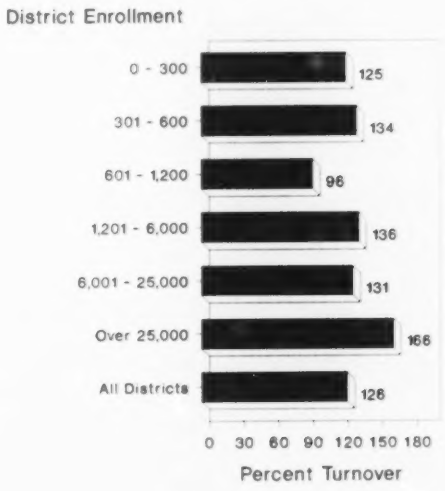
- The turnover rate for principals and assistant principals has declined the past two years to 10.6 percent in 1994.
- Classroom teachers experienced lower turnover rates than other staff categories. Teacher turnover decreased from 11.1 percent in 1986 to 8.1 percent in 1994.
- Over the last six years, the turnover rate for the state's 176 superintendents has averaged 21.0 percent. In 1994, the turnover rate was 24.4 percent as 43 superintendents left their jobs.
- The total turnover for the past six years has been 222 of 176 superintendents, or 126 percent. Of the 222 superintendent changes, only 46 were previous Colorado superintendents. During the past six years 139 districts or 79 percent had one or more superintendent changes. Only 37 districts had the same superintendent for the six-year period.
- The six-year superintendent turnover rates by district size have ranged from a low of 96 percent for districts sized 601-1,200 to a high of 166 percent for districts with over 25,000 membership (see Fig. 6.3).

Fig. 6.2 Staff Turnover Rates
1986-1994



Turnover rate is number who left divided by the total count the previous year.

Fig. 6.3 Superintendent 6-Year Turnover Rates by Size of District
1989 through 1994



Characteristics of Colorado Educators

The racial/ethnic and gender composition of Colorado educators was not reflective of the student population. Overall, although minorities comprised 26.5 percent of the student population in fall 1994, they accounted for only 9.3 percent of licensed personnel. Minorities were underrepresented as classroom teachers, principals, and superintendents. Women were underrepresented as secondary school principals and superintendents, and men were underrepresented as classroom teachers at the elementary level.

- In fall 1994, minorities represented 26.5 percent of Colorado public school students and 9.0 percent of classroom teachers. Minority representation among classroom teachers has increased less than 1 percentage point since 1984, whereas student minority representation has increased 4.3 percentage points (see Fig. 6.4).

Fig. 6.4 Education Population Percentage Minority

	1984	1994
State Population	17.5%	20.0%
Students	22.2	26.5
Teachers	8.6	9.0
Principals	11.4	13.9
Superintendents	3.9	4.6

- The Hispanic teacher population has increased by 45 percent in the 10-year period, yet Hispanics still comprised only 5.9 percent of all classroom teachers in 1994. Hispanic students represented 17.6 percent of the student population in 1994.

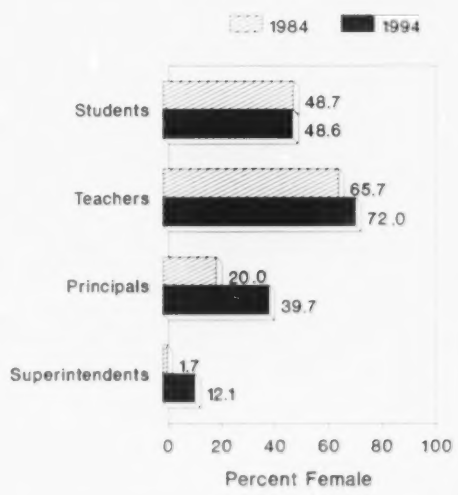
- Black teachers represented 1.8 percent of all Colorado teachers in 1994, while Black students were 5.4 percent of the student membership.

- In order to reflect the student population more closely, minority representation among classroom teachers would have to increase dramatically. The number of American Indian/Alaskan Native teachers would have to almost double. The number of Asian/Pacific Islander, Black and Hispanic teachers would have to almost triple.

- Minorities accounted for 13.9 percent of principals in 1994, an increase of 2.5 percentage points since 1984. At the same time, minority superintendents increased from 3.9 percent in 1984 to 4.6 percent in 1994.

- Women now account for 72.0 percent of classroom teachers. Since 1984, the proportion of female principals has risen from 20.0 percent to 39.7 percent. Women represented only 12.1 percent of Colorado superintendents in 1994 (see Fig. 6.5).

Fig. 6.5 Percentage Female Students and Staff



- In 1994, 28.0 percent of all classroom teachers were male, down from 34.3 percent in 1984. The number of male elementary teachers decreased from 2,687 in 1984 to 1,998 in 1994, a 26 percent decline.

- The percentage of classroom teachers under 30 years remained stable from 1993 to 1994 at 10.2 percent. The percentage 50 years and older also remained stable at 23.1 percent, up from 17.2 percent in 1984.

- Nearly half (48.0 percent) of Colorado's teachers held a Master's degree or higher in 1994, an increase of only 2.7 percentage points since 1984.

Average Annual Salaries

In fall 1994, the average salary for a Colorado public school teacher was $34,571. This represents a 2.2 percent increase over the previous year's average of $33,826 and a 41.4 percent increase over 1984's average teacher salary of $24,454. However, after adjusting for inflation in the Denver consumer price index, average teacher salaries went up only 2.4 percent over the 10-year period.

- Colorado's average teacher salaries for individual districts ranged from $21,756 in a small attendance district to $41,269 in a Denver city/metro district. The small attendance setting districts had the lowest average salary of $24,283 while the Denver city/metro districts had the highest average salary of $37,030 (see Fig. 6.6).

Fig. 6.6 Classroom Teacher Salaries by Setting Category -- 1994
Average and Range Across Districts

- Colorado's average teacher salary fell further behind the national average in 1994. In 1989, Colorado's average teacher salary dropped below the national average for the first time since 1978. In 1994, the trend continued as Colorado's average teacher salary was $2,362 below the national average.
- The Colorado 1994 average teacher salary of $34,571 was below the national average salary of $36,933. However, the 1994 consumer price index in Denver of 141.8 (CPI-U) was below the national CPI-U of 148.2. If the national average salary was adjusted down to the Denver CPI, the national salary would have been $35,338.
- In fall 1993, Colorado ranked 25th nationally in average teacher salary, down from 24th in 1992.
- The 1994 average annual salary for Colorado's principals was $55,573, a 2.9 percent increase over the previous year and a 42.6 percent increase over 1984. Principals in districts of 25,000 students or more had an average salary of $60,224, while principals in districts of 300 or less students had an average salary of $35,319.
- The average 1994 salary for Colorado's superintendents was $61,675, which represented a 5.0 percent increase over the average superintendent salary of 1993 and a 50.6 percent increase over 1984. Superintendents in districts of 25,000 pupils or more averaged $98,937 per year, while superintendents in districts of 300 or fewer students had an average salary of $46,530.

EDUCATOR PREPARATION AND LICENSURE

Seventeen approved Colorado institutions of higher education prepared 3,396 graduates for licensure in 1994. This represented a 20.4 percent increase over 1993 (see Figs. 6.7 and 6.8). In fall 1994, only 1,124 teachers without previous teaching experience in Colorado or another state were hired in Colorado.

- Between July 1, 1994, and June 30, 1995, 8,504 Colorado initial licenses and 10,658 renewals were issued. This was an increase from 1993-94 counts of 5,736 initial certificates and 10,083 renewals. The 1995 initial licenses carried 4,298 endorsements (see Fig. 6.9). Of the initial licenses issued, 2,662, or 31.3 percent, were granted to Colorado graduates and 5,842 or 68.7 percent were issued to graduates trained at out-of-state institutions.

Fig. 6.7 Graduates of Teacher and Administrator Preparation Programs 1984-1994

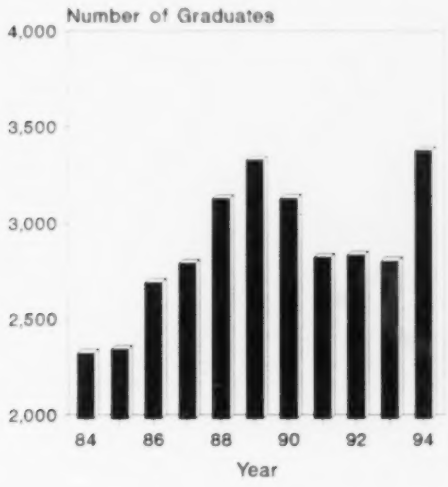


Fig. 6.8 Colorado Graduates Eligible for Licenses

Institution	1994 Number of Graduates	1994 Percent of Graduates
U.N.C.	756	22.3%
C.U. - Denver	369	10.9
Metro State	340	10.0
C.U.-Boulder	323	9.5
C.S.U.	318	9.4
D.U.	238	7.0
C.U. - Co. Springs	222	6.5
Adams State	164	4.8
Fort Lewis	154	4.5
Southern Colorado	134	3.9
Regis	107	3.2
Western State	70	2.1
University of Phoenix	69	2.0
Mesa State	52	1.5
Colorado College	40	1.2
Colorado Christian Univ.	28	0.8
Chapman Univ.	12	0.4
Total	3,396	100.0

Fig. 6.9 Endorsements on Initial Licenses July 1, 1994 to June 30, 1995

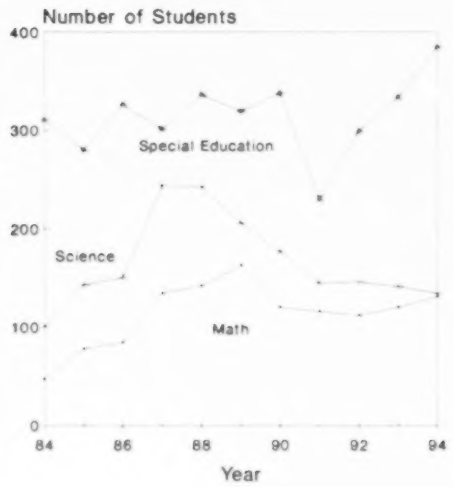
General Endorsement Area	In-State	Out-of-State	Total
Agriculture	8	6	14
Art	41	54	95
Business	11	36	47
English Language Arts	185	199	384
Foreign Languages	37	71	108
Health, Safety, PE	86	114	200
Home Economics	2	19	21
Industrial Arts	18	9	27
Mathematics	100	96	196
Music	38	61	99
Natural Science	103	94	197
Social Studies	207	129	336
Trade/Ind. Occupations	0	12	12
Gen. Elem-Sec. Educ.	871	831	1,702
Special Education	84	263	347
Linguist. Different	70	120	190
Program Service Spec.	32	52	84
Middle School	7	7	14
School Admin.	0	3	3
Special Services	68	142	210
Other	0	12	12
Total	1,968	2,330	4,298

- The increase in the issuance of teaching licenses and to some extent in education graduates in 1994-95 can be attributed in part to the perceived need to receive certification prior to the July 1, 1994 changeover from certification to licensing.

- The number of students completing special education teacher preparation programs in Colorado increased 16 percent from 333 in 1993 to 385 in 1994 (see Fig. 6.10).

- The number of graduates completing mathematics programs increased slightly, from 120 students in 1993 to 131 in 1994. This is an increase of 9 percent. The number of science program graduates decreased slightly, from 141 in 1993 to 134 in 1994. However, since 1984, the number of students completing science teacher preparation programs has increased 34 percent (see Fig. 6.10).

Fig. 6.10 Graduates in Science, Math and Special Education
1984-1994



- The PLACE™ exams were developed for Colorado and are administered by the National Evaluation Systems, Amherst, Massachusetts. Development included extensive work by teachers and higher education faculty in Colorado. The examinations continue to be evaluated and refined based on Colorado experience.

ASSESSMENT OF TEACHER AND ADMINISTRATOR CANDIDATES

Effective July 1, 1994, Colorado made a major shift from a certification process to an educator licensing process. Candidates for the Provisional License, those new to the Colorado system, are now required to successfully complete a series of assessments. The assessment program is called the Program for Licensing Assessments for Colorado Educators (PLACE™). These assessments, taken at different points in the preparation process, require demonstrated competency in basic skills, liberal arts and sciences, pedagogy (professional knowledge), and subject area (content fields). The previous test for basic skills (California Achievement Test) is no longer offered.

Section 7

Educational System And Programs

The last five years have seen sizeable increases in student membership, reflecting renewed in-migration to Colorado. The number of schools also is increasing. Pupil-teacher ratios, which had been rising during 1991-93, declined slightly in 1994. State supervision of school districts is accomplished through auditing, the accountability and accreditation process, and the new standards based education designs.

Colorado school districts receive funding from a number of federal, state and local sources. State funds in fiscal year 1994 provided approximately 54.9 percent of school finance act funding and 39.3 percent of total K-12 revenues. State equalization funds are intended to assure equity through reducing monetary disparities among districts.

COLORADO'S EDUCATIONAL SYSTEM

Schools and Districts

In fall 1994, there were 176 Colorado public school districts and 1,402 public schools.

- The number of schools in Colorado has been increasing since 1982, matching the period of increasing membership (see Fig. 7.1).

Fig. 7.1 Number of Schools Fall Counts

School Level	1984	1989	1994
Elementary	775	804	824
Middle	99	131	191
Junior High	127	97	60
Senior High	247	247	255
Other*	44	53	72
Total	1,292	1,332	1,402

*Includes vocational, special education and some alternative schools.

- The number of "other" schools continues to increase each year, with most of the growth being the increasing number of alternative schools.

- School districts have organized 17 state-funded Boards of Cooperative Educational Services (BOCES) throughout Colorado. BOCES provide services, such as special education, to member districts in order to share resources and increase efficiency. A list of BOCES and districts is provided at the end of this report.

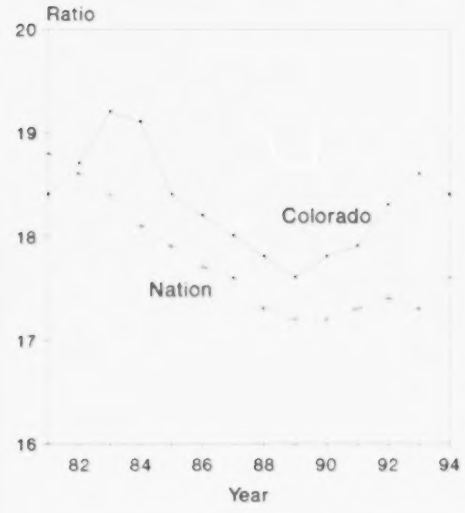
Pupil-Teacher Ratios

The pupil-teacher ratio in Colorado and the nation declined during the period 1984-89, and rose during 1991-93. In 1994 the pupil-teacher ratio declined slightly (see Fig. 7.2). The decline in the 1980s was partly due to increases in the number of special education teachers and to school district efforts to reduce class size. Since 1989, budget limitations have driven pupil-teacher ratios back up.

The pupil-teacher ratio is the ratio of pupils to all staff members assigned the professional activities of instructing pupils in self-contained classrooms or courses. Unless otherwise noted, teachers include elementary and secondary classroom teachers, special education teachers and special subject teachers, such as music, art, physical education and driver education.

- The ratio of Colorado pupils to teachers in 1994 was 18.4 to 1, down from 18.6 to 1 in 1993. However, when special education and special teachers were excluded, the 1994 ratio became 24.5 to 1 (see Fig. 7.3).

Fig. 7.2 Pupil-Teacher Ratios
Fall Enrollment--All Teachers



- When all school level employees were counted, including aides, administrators, clerical, special services, maintenance, food service and transportation workers, but excluding district level (central administration) employees, the ratio of pupils to adults in the schools was 10.3 to 1. Teachers were 54 percent of total district FTE employees.

- Pupil-teacher ratios were lower in smaller, rural districts and higher in larger, urban districts. Ratios ranged from 8.3 in the small attendance districts to 19.1 in the urban-suburban districts.

- Colorado's 1994 pupil-teacher ratio of 18.4 was higher than the estimate of 17.6 for the nation. In 1993, Colorado's pupil-teacher ratio ranked 41st (where first equals the smallest ratio) among the 50 states and District of Columbia. Nationally, state pupil-teacher ratios ranged from 13.5 (Vermont) to 24.1 (California).

Telecommunications

In August 1994, the Colorado State Board of Education approved "Technology in Colorado Education, Strategic Plan 1994-2004." This plan, developed by representatives from Colorado school districts and BOCES, contains eight goals for the implementation of technology and telecommunications

Fig. 7.3 Pupil-Teacher Ratios by District Setting Fall 1994

Setting (No. of Districts)	All Teachers*	Regular Classroom Teachers**
Denver City/Metro (14)	19.1	25.2
Urban-Suburban (16)	19.1	25.8
Outlying City (11)	17.5	24.2
Outlying Town (44)	16.5	21.6
Rural (60)	14.8	19.3
Recreational (7)	16.3	21.6
Small Attendance (24)	8.3	10.4
State (176)***	18.4	24.5

*All teachers include special education teachers and teachers in specialized subject areas such as music, art, physical education, driver education and ROTC.

**Regular classroom teachers exclude special education teachers, Chapter 1 resource teachers and teachers in specialized subject areas.

***Includes counts from BOCES, which are not included in setting counts above.

projects to support instructional and administrative programs in Colorado school districts and BOCES. In March 1995, a working conference was convened to develop implementation tasks for the eight Strategic Plan goals and associated objectives. Participants have identified approximately 32 tasks which will be the emphasis for the next two years.

Both the strategic and implementation plans are being used by school districts and BOCES as they strive to infuse technology into their instructional and administrative programs. Whether they are deciding to purchase computers for an elementary lab or to develop a regional interactive video distance learning project for students and community members, more and more school districts are realizing they must have a comprehensive plan outlining their needs and strategies for meeting them. Anything short of having a plan to meet present and future needs is being increasingly seen as implementing projects and not influencing systemic change.

- Distance learning is any interactive teaching/learning activity taking place when

teachers and students are in different geographic locations. This can include audio, video, or computer services and networks, including teleconferencing and electronic mail.

- In fall 1993, over 90 Colorado school districts and nine Boards of Cooperative Educational Services (BOCES) were participating in distance learning projects.

STATE EDUCATIONAL PROGRAMS

Accreditation and Accountability

State accreditation of Colorado school districts focuses on how well students are performing and the degree to which parents, teachers and community are involved in decision making for school quality. There are two types of accreditation: basic and contract. Basic accreditation places school districts on a regular three-year cycle. Contract accreditation is based upon a contract cooperatively developed between the local board of education and the State Board of Education. The contract accreditation may be for up to six years, subject to annual review of fulfillment of the contract.

There are two types of contract accreditation: Enterprise and Performance. Enterprise contracts are open-ended, tailored to district priorities. Performance contracts are for districts who exceed state goals and who set high student performance goals as part of their accreditation contract.

- There are 15 school districts now on accreditation contracts (see Fig. 7.4).

- Schools may seek state recognition for demonstrating excellence in performance under the John Irwin Colorado Schools of Excellence program (see back cover).

Educational accountability means being responsible to the community for student performance and the quality of the educational program. In Colorado, both schools and school districts must identify goals, involve community, measure results, and report to their publics. Two new expectations for both school and district accountability committees are:

Fig. 7.4 Districts in Contract Accreditation, June, 1995

Enterprise Contracts
- Aurora Public Schools
- Denver Public Schools
- Greeley 6
- Mapleton 1
- Mesa County Valley 51, Grand Junction
- Westminster 50

Performance Contracts
- Branson 82
- Briggsdale RE-10
- Cheyenne Mountain 12
- Deer Trail 26J
- Limon Re-4J
- Pawnee RE-12, Grover
- Ouray R-1
- Springfield RE-4
- Woodlin R-104, Woodrow

- Budget recommendations on the prioritization and expenditure of funds.

- A report on the learning environments in schools and on conduct and discipline actions taken during the year.

Because of the essential role standards play in state accreditation, almost all state accreditation activity during the 1993-94 and 1994-95 academic years was devoted to assisting local districts with implementing standards based education.

- Accreditation terms of all school districts have been extended by one year beyond the date stated on the accreditation certificate.

- Help is provided to school districts which are requesting Performance Accreditation Contracts or developing an Enterprise Accreditation Contract with the State Board of Education.

- The 1993-94 and 1994-95 accreditation review schedules were replaced with technical assistance planning sessions, standards workshops, and other activities tailored to enhance the accountability process.

- State requirements for standardized testing have been suspended through 1995, except for the National Assessment of Educational Progress (NAEP) sample and federally-mandated testing such as in Chapter 1.

English Language Proficiency Act

The English Language Proficiency Act (ELPA) provides partial support for programs for children whose dominant language is not English. The act helps fund such programs for a maximum of two years per student.

Students are eligible for assistance under the A/B category if their dominant language is not English. Students whose dominant languages are difficult to determine and who demonstrate limited English proficiency are C category students. ELPA programs most frequently use English as a second language (ESL) or bilingual instructional strategies.

- Of the more than 26,000 limited English proficient (LEP) students estimated in Colorado public schools, nearly 15,000 or 57 percent were eligible for ELPA funding and served in 1994-95. The number of students served increased 77 percent between 1987 and 1994.

- Of the children served in 1994-95, 73 percent were in grades K-6. The students spoke 107 different languages (see Fig. 7.5).

Fig. 7.5 English Language Proficiency Act State Summary

	1987-88	1994-95
No. of Eligible Sch. Dists.	91	101
No. of Eligible Students	8,479	14,971
Category A/B	6,231	11,739
Category C	2,248	3,232
No. of Languages Spoken	81	107
Total Allocation of Funds	$2.5M	$2.6M
Allocation Per Student		
Category A/B	$301	$166
Category C	$278	$201

Transportation

In 1993-94, school districts transported an average of 257,991 students each day to and from school. School transportation also includes busing for athletics, activities and field trips. There were 4,261 buses and small vehicles used in pupil transportation, driven an average of 249,797 miles each day. School transportation costs are partially reimbursed through the state Public School Transportation Fund.

- The proportion of Colorado public school students transported each day (41 percent) declined from last year, but has remained around 40-45 percent over the last several years (see Fig. 7.6).

Fig. 7.6 School Transportation

	1987-88	1993-94
Students Per Day	227,313	227,991
Percent of Enrolled Students Transported	41%	41%
Cost Per Day	$381,381	$469, 604
Average Annual Cost Per Student Transported	$302	$328
Average Cost Per Mile	$1.25	$1.88

- The average annual cost per student transported in 1993-94 was $328, an increase of only 8.6 percent over 1987-88 and four dollars less than in 1991-92. Adjusted for changes in the consumer price index, the change in annual cost per student between 1987 and 1993 was a decrease of 11 percent.

- Colorado's safety record for school buses is better than the national average. A Colorado bus was involved in a reportable traffic accident every 305,874 miles in 1993-94. This was 60 percent better than the national average. The number of school bus accidents in 1993-94 declined slightly from 1992-93, and was 22 percent fewer than in 1990-91.

- School bus transportation accidents killed an estimated 35 pupils nationwide in the school year 1993-94. There have been no transportation fatalities of Colorado pupils seated inside the school bus in the past five school years 1989-90 through 1994-95. The last fatality of a Colorado student outside the school bus was in 1986.

- State payment under the Transportation Fund has declined from 51 percent of total operating

expenditures in 1987–88 to 41 percent in 1993–94.

Colorado Preschool Program

The Colorado Preschool Program (CPP) was enacted by the General Assembly as part of the School Finance Act of 1988. The program serves children who lack overall learning readiness due to family risk factors, who are in need of language development, or who are receiving aid as neglected or dependent children. These indicators predict they are more likely to need special services in later years and eventually to drop out of school if intervention is not provided. The program serves 4- and 5-year-old children in the year before they are eligible for kindergarten.

- In 1994-95 the program served 4,500 children in 88 school districts, up from 2,750 in 1993-94. The General Assembly in 1995 expanded the program to serve 6,500 children in 1995-96.

- There are at least 110,000 3- and 4-year-old children in Colorado. Estimates made in 1991 projected that at least 10,800 children were eligible for the Colorado Preschool Program, and of whom more than 6,800 (63 percent) were not being served in public school programs. In 1995-96 more than half of eligible children will be in public programs.

- Over 30 percent of the children served by CPP live in single-parent households. Nearly one in four has a parent who was a high school dropout.

- Half of the children are from minority families, and one in five live in homes where a language other than English is spoken.

- On average, children in CPP programs for seven months increased language skills by 16 months. There was a substantial reduction in the children's need for special education services.

Colorado Libraries

Coloradans have access to information and lifelong learning through more than 1,500 libraries. There are five types of libraries. Public libraries serve residents of cities, counties, and library districts. Academic libraries serve faculty, staff, and students in the state's public and private colleges and universities. School library media centers serve teachers, staff, and pupils in elementary and secondary schools. Institutional libraries serve residents and staff of the state's correctional, juvenile, health and mental health institutions. Special libraries serve government agencies, professions, business and industry, and a wide variety of non-profit organizations.

- The Access Colorado Library and Information Network (ACLIN) has been providing residents of Colorado with free access to online information resources since early 1993. This includes approximately 130 library catalogs and 35 other information databases. In fall 1994, the ACLIN project was the recipient of two grants totaling close to $3 million from the U. S. Departments of Education and Commerce. Over the next two years, ACLIN will be using these funds to improve access, add content, and provide training. Information from state agencies and a variety of public service organizations will be added to the network.

- A notable addition to ACLIN is the Colorado Legislative Database. Implemented in 1994, this database contains the full text of bills, and House and Senate journals and calendars.

- Almost half of the state's 1,300-plus library media centers (LMC) use their computers and modems to make ACLIN available to customers.

- The Colorado Talking Book Library (CTBL) provides books on tape or record and large print books to visually and physically handicapped Coloradans. In addition to mailing books from its main location, the Library now has deposit collections in 17 public libraries throughout the state.

Choices and Charters

Choice means giving parents and students the opportunity to select their schools.

The 1990 General Assembly adopted the Public Schools of Choice Act (Section 22-36 C.R.S.). The law requires all districts to establish policies and procedures for open enrollment in all programs or schools for resident pupils. This is subject only to

restrictions of lack of space or where open enrollment would produce noncompliance with desegregation plans. In 1994 the law was amended to provide that students from other districts must be allowed to enroll without parent tuition subject to space and staff limitations. The Public Schools of Choice Act also provided for an interdistrict schools of choice funded pilot program through 1996-97.

- In fall 1994, 113 school districts reported they had more than 8,800 students (1.4 percent of Colorado public school membership) attending from outside their district (see Fig. 7.7).

Fig. 7.7 Interdistrict Choice

Year (October)	No. Students From Outside District	No. Districts Receiving Students
1987	3,314	116
1988	3,724	124
1989	4,130	103
1990	4,529	112
1991	5,550	108
1992	5,983	109
1993	7,146	114
1994	8,806	113

The 1993 General Assembly passed the Charter Schools Act (Section 22-30.5 C.R.S.) to create an avenue for parents, teachers and community members to take risks and create innovative and flexible ways of educating all children within the public school system. A charter school is a public school operated by a designated group as a semi-autonomous school of choice within a school district. A charter or contract between the school team and the local board of education spells out the program and operating details.

- There were 14 charter schools operating in 1994-95, and 11 more have been approved to begin in fall 1995.

Alternative schools or options already have been established in at least 51 Colorado school districts and BOCES. Alternative schools are schools of choice established by the district to provide a learning experience different from conventional school offerings. Many of these schools are designed for high-risk students, others offer choices for any student.

- There were 130 alternative schools and programs identified in 1994, up from 69 reported in 1989 and 114 in 1993 (see Fig. 7.8).

Fig. 7.8 Public Alternative Schools by Category, Fall 1994

School/Program	Number
Elementary School Programs	37
Middle School Programs	22
High School Programs	77
Teen Mother Programs	7
Magnet Schools	6
Charter Schools	14
Second Chance Centers	14
Educational Clinics	1
Adult High Schools (serving 18-21 year olds)	10
Total Schools*	130

*Some are counted in more than one category.

Education of Children with Disabilities

The Exceptional Children's Educational Act directs the Department of Education to prepare an annual report of the type and number of children with disabilities, the educational services that were provided to them, and the costs and revenues of the special education program.

Children Served

Colorado public schools provided special education and related services to 79,018 children with disabilities during the 1993-94 school year. This was a 49 percent increase over the number of children with disabilities served by public schools ten years earlier.

- Children with disabilities, ages birth through 21, who were served during the 1993-94 school year represented 12.6 percent of the public school membership, compared to 10.5 percent in 1983-84 (see Fig. 7.9).

Fig. 7.9 Students Served by Primary Disability

Primary Disability	1983-84	1993-94
Signif. Limited Intellec. Capac.		
Trainable Mentally Retarded	1,089	624
Educable Mentally Retarded	3,685	2,658
Signif. Emotional Disability	10,088	10,333
Percept. or Communicative	24,885	40,526
Hearing Disability	923	1,043
Vision Disability	308	339
Physical Disability		
Autism		50
Traumatic Brain Injury		112
Other Physical Disabilities	886	2,603
Speech-Language Disability	9,302	14,079
Multiple Disabilities		
Deaf-Blind		38
Other Multiple Disabilities	1,705	3,393
Preschool Child with Disability		3,174
Infant/Toddler with Disability		46
Total Students	52,871	79,018
Full-Time Equiv. Students	13,139.6	18,405.5
Percent of Membership	10.5%	12.6%
Percent of 3-17 Population	N/A	10.3%

- The number of full-time equivalent children who received special education and related services increased from 13,139.61 in 1983-84 to 18,405.45 ten years later, an increase of 48 percent.

- During the 1993-94 school year, 972 students with disabilities (1.2 percent of the total special education students served) dropped out of school; and 1,518 (1.9 percent) graduated. An additional 163 students left the public schools to receive home based education.

- Sixty-eight (67.5) percent of the special education students were males, and 32.5 percent were females.

- There were 5,158 preschool special education students, which was 6.5 percent of the total students with disabilities.

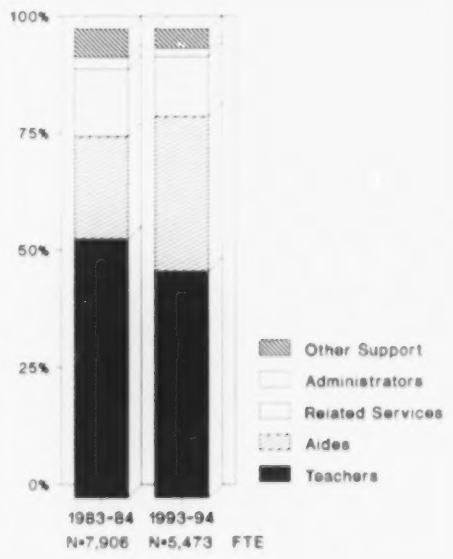
- Fifty-five percent of the special education students in kindergarten had a speech/language disability. This percent decreased to 3 percent by grade 12. Conversely, the percent of students with significant identifiable emotional disabilities increased from 4 percent in kindergarten to 22 percent in twelfth grade.

Services Provided

During the 1993-94 school year, 7,906 full-time equivalent (FTE) special education staff were employed by Colorado public schools, compared to 5,473 in 1983-84.

- Although the FTE teachers and speech correctionists increased from 3,016 to 3,815 over the past ten years, their percentage of the total special education staff decreased from 55.1 to 48.3 percent (see Fig. 7.10). Instructional aides and tutor interpreters more than doubled in actual numbers, from 1,207 in 1983-84 to 2,621 in 1993-94; and their percentage of the total special education staff increased from 22.1 to 33.2 percent.

Fig. 7.10 Special Education Staff



- The ratio of students to special education teachers and speech correctionists was 17.5 in 1983-84, and 20.7 in 1993-94. This ratio has remained more constant when you add instructional aides and tutor interpreters. The average number of students with disabilities per

instructional staff was 12.5 in 1983-84, and 12.3 in 1993-94.

Costs and Revenues

During the 1993-94 school year, special education and related services in Colorado public schools cost $270.1 million, compared to $144.7 million in 1983-84. These costs were supported by federal, state, local, and other funds (see Fig. 7.11).

Fig. 7.11 Special Education Expenditures

Instruction	**1983-84**	**1993-94**
Tchrs & Spch Corr*	68,766,149	130,176,199
Aides & Tutors*	7,465,212	24,260,268
Fringe Benefits	13,720,912	31,483,294
Staff Travel	273,720	675,346
Supplies and Matls	981,081	1,585,842
Equipment	266,045	799,478
Tuition to Units	2,229,322	2,583,187
Tuition to Agencies	3,296,630	11,820,485
Other	643,616	1,783,850
Total Instr. Costs	97,642,687	205,167,949
Support Services		
Related Srvcs Pers*	$20,026,257	$36,700,215
Other Suppt Staff*	2,614,700	3,561,478
Admin. Personnel	4,780,732	6,793,407
Secretaries	2,626,972	3,680,133
Fringe Benefits	5,605,684	10,146,335
Staff Travel	461,160	686,270
Supplies and Matls	229,288	803,797
Equipment	566,427	671,321
Other	10,113,739	1,845,186
Total Suppt Costs	47,024,959	64,888,142
Total Expenditures	144,667,646	270,056,091

* Includes purchased services personnel, as well as salaried employees.

- The percentage of the total special education program costs for instructional services increased from 67.5 percent of 1983-84 to 76.0 percent in 1993-94.

- Salaries and benefits comprised 91.4 percent of the total cost of public school special education programs in 1993-94. The percent of the total cost represented by salaries of special education staff remained fairly constant over the past 10 years, increasing from 73.5 percent of total expenditures to 76.0 percent. Benefits have increased from 13.4 to 15.4 percent of the total special education expenditures.

- During the past ten years, tuition costs, as a percent of total special education expenditures, have increased from 3.8 to 5.3 percent. However, the cost of tuition to approved agencies and facilities has increased 359 percent.

- Fifty-four percent of the special education students in out-of-district placements were placed by the courts and social services. Fifty-five percent were not placed for educational reasons. Students in out-of-district placements received their special education services from the following agencies:

Residential Child Care Facil.	42.1%
Community Centered Boards	24.8%
Other Administrative Units	15.9%
Day Treatment Centers	9.5%
Child Placement Agencies	5.1%
Hospitals	2.6%

- The average per student cost in 1993-94 was $3,418, which was a decrease from $3,430 in 1992-93 and $3,504 in 1991-92 (see Fig. 7.12).

- Special education expenditures have remained relatively constant over time. This indicates that special education expenditures have not increased disproportionately to all educational expenditures, even though the severity of students with disabilities served by public schools has continued to increase.

- Local school district funds supported the largest portion (58.1 percent) of the total cost of public school special education programs in 1993-94 (see Fig. 7.13). Total state funding, including the Exceptional Children's Educational Act (ECEA) appropriation and all other applicable state funds, accounted for 31.5 percent of special education revenues. The remaining cost of the program was funded with federal and other revenues.

- The percentage of the total special education expenditures covered by the Exceptional Children's Educational Act appropriation increased from 32.9 in 1992-93 to 35.3 in 1993-94. Costs covered by federal funds also increased from 8.8 to 9.8 percent.

Fig. 7.12 Special Education Trends

Fiscal Year	Total Special Education Expend.	Full-time Equivalent (FTE) Staff Employed	Total Students with Disabilities Served	FTE Students with Disabilities Served	Per Student Expend.	Spec. Ed. Expend. As Percent of Total Ed. Exp.
1971-72	N/A	N/A	28,200	N/A	N/A	N/A
1972-73	24,571,844	N/A	34,388	N/A	715	4.61%
1973-74	29,343,648	2,679	51,118	8,452	574	4.97
1974-75	39,358,976	3,072	50,453	8,721	780	5.93
1975-76	51,143,613	3,758	60,545	11,480	845	6.64
1976-77	62,424,887	4,309	57,542	11,288	1,085	6.84
1977-78	71,682,369	4,630	53,409	11,488	1,342	6.30
1978-79	79,012,283	4,824	54,183	11,562	1,458	6.32
1979-80	93,524,830	5,334	56,540	12,227	1,654	7.18
1980-81	108,274,323	5,582	55,513	12,766	1,950	7.45
1981-82	125,439,363	5,617	53,587	12,837	2,341	7.89
1982-83	129,807,320	5,464	51,949	12,627	2,499	7.40
1983-84	144,667,646	5,473	52,871	13,140	2,736	7.73
1984-85	157,644,116	5,597	54,182	11,288	2,910	7.18
1985-86	177,522,498	5,971	57,635	14,893	3,080	7.46
1986-87	192,274,159	6,227	59,545	15,009	3,229	7.71
1987-88	204,072,359	6,422	61,181	15,445	3,336	7.59
1988-89	203,508,785	6,629	62,984	15,741	3,231	7.06
1989-90	214,178,092	6,718	65,101	16,033	3,290	6.84
1990-91	232,676,515	7,075	67,887	16,691	3,427	6.94
1991-92	251,235,434	7,445	71,690	17,258	3,504	N/A
1992-93	261,999,087	7,661	76,374	18,216	3,430	7.19
1993-94	270,056,091	7,906	79,018	18,405	3,418	7.39

During this period of time, several changes in legislation occurred:

- 1973-74 was the first year of the state mandate for special education.
- The Federal mandate occurred in 1977-78.
- In 1981-82, the responsibility for profoundly disabled students was moved from institutions to public schools.
- Public schools were required to pay for educational costs for students with disabilities served by residential child care facilities, community centered boards, and other approved agencies beginning 1983-84.
- In 1985-86, funds for school age students with disabilities transferred from the Department of Institutions to the Department of Education.
- Transportation expenditures and revenues were transferred from ECEA to School Transportation in 1988-89.
- 1989-90 was the first year of categorical buyout affecting the source of funding of certain districts under the School Finance Act.
- In 1990-91, funds were transferred from the ECEA appropriation to School Finance for preschool programs for students with disabilities.
- Total education expenditures are on a calendar basis through 1990-91, then a fiscal year, while special education expenditures are all on a fiscal year basis.
- 1993-94 was the last year of the state reimbursable funding formula, and the last year in which end-of-year student and staff data were collected.

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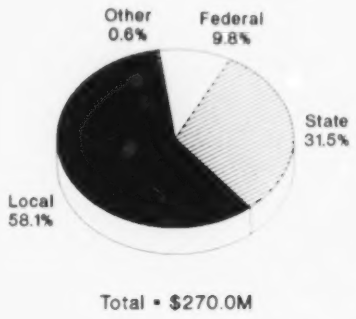
Fig. 7.13 Special Education Revenues

1993-94



Total • $270.0M

The Colorado School for the Deaf and the Blind

The state-administered school for students with visual and/or auditory disabilities is the Colorado School for the Deaf and the Blind (CSDB) in Colorado Springs. The school program is designed to promote academic, vocational and total development of each student from preschool through the twelfth grade. Services are offered statewide to deaf and blind students and their families.

- In 1994, CSDB enrolled 221 deaf, blind and multiple handicapped students; 148 deaf students, 40 blind students and 33 students with multiple handicaps. Of the 221 students enrolled, 118 were residential students and 103 were day students. The 1994 enrollment was up from 173 in October 1991, and 213 in 1993.

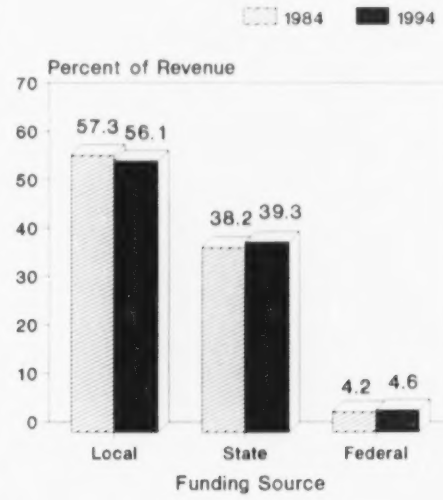
SCHOOL DISTRICT REVENUES AND EXPENDITURES

Revenues

In fiscal year 1994, Colorado school districts received a total of $3.72 billion in local, state and federal revenues.

Local sources provided the largest share of funding for school districts, constituting 56.1 percent of all fiscal year 1994 revenues (see Fig. 7.14).

Fig. 7.14 Revenue Trends
1984-1994



- Local revenue sources included property tax, specific ownership taxes, tuition, fees and other revenues. In 1994, school districts received a total of $2.08 billion in local revenues. Of this total, $1.35 billion was provided by property tax (see Fig. 7.15).

Fig. 7.15 1994 Revenues by Sources

Source	Dollars in Millions	Percentage of Total
Local Property Tax	$1,346.1	36.2%
Other Local	737.3	19.9
County	1.7	0.0
State Equalization	1,309.1	35.2
Other State	149.0	4.1
Federal	172.0	4.6
Total	$3,715.2	100.0

- In 1994, Colorado ranked 20th in the nation in percentage of school district revenues from local sources.

State sources provided 39.3 percent of all school district revenues in 1994 (see Fig. 7.14), and 54.9 percent of School Finance Act funding. State sources included the Public School Finance Act, the English Language Proficiency Act, the Colorado Preschool Program, the Education of Exceptional Children Act and the Public School Transportation Act.

- State sources contributed revenues of $1.46 billion in 1994. Of this amount, $1.31 billion was provided by state equalization funding.
- In 1994, Colorado ranked 29th in the nation in percentage of revenues from state sources.
- Between 1984 and 1994, the percentage of all school district revenues provided by local sources decreased slightly, and the percentage provided by state funds increased (see Fig. 7.14).

Federal funds were received primarily for special programs targeted toward national priorities. School food services and programs for the disadvantaged and handicapped received the greatest proportion of federal revenues. Federal funds constituted 4.6 percent of all 1994 school district revenues.

Expenditures

In fiscal year 1994, Colorado school districts spent a total of $3.773 billion. Expenditures were incurred for instructional services, support services, and community and other services.

- Instructional program costs totalled $1,771.3 million and constituted 46.9 percent of all school district expenditures in 1994. These costs included salaries, benefits, instructional materials and supplies and other costs of instruction (see Fig. 7.16).
- Support services, including pupil and staff support services, administration, transportation, operations and maintenance and food services, comprised 28.6 percent of 1994 expenditures and totalled $1,084.8 million (see Fig. 7.17).
- Community service and other funds, totalling $916.9 million, accounted for 24.3 percent of expenditures. These expenditures include such major cost items as bond redemption, insurance and capital reserves, and debt services.
- Colorado ranked 30th among the 50 states and the District of Columbia in 1993 expenditures per pupil. Colorado's average per pupil expenditure of $5,139 was slightly lower than the national average of $5,594.

Fig. 7.16 1994 Instruction Expenditures Percent Total Expenditures

Area	Dollars in Millions	% Total Expenditures
Salaries	$1,346.6	35.7%
Benefits	269.4	7.1
Purchased Services	63.5	1.7
Supplies/ Materials	67.1	1.8
Capital Outlay	20.6	0.5
Other	4.1	0.1
Total	$1,771.3	46.9

Fig. 7.17 1994 Support Expenditures Percent Total Expenditures

Area	Dollars in Millions	% Total Expenditures
Pupil Support	$122.6	3.2%
Instruct. Staff	96.1	2.5
General Admin.	52.8	1.4
School Admin.	196.5	5.2
Oper. & Main.	278.9	7.4
Transportation	99.5	2.6
Food	109.0	2.9
Other	129.4	3.4
Total	$1,084.8	28.6

SCHOOL DISTRICTS BY SETTING CATEGORIES*

Core City

Denver	Denver County	1

Denver Metro

Adams	Adams County	14
Adams	Brighton	27J
Adams	Mapleton	1
Adams	Northglenn-Thornton	12
Adams	Westminster	50
Arapahoe	Adams-Arapahoe	28J
Arapahoe	Cherry Creek	5
Arapahoe	Englewood	1
Arapahoe	Littleton	6
Arapahoe	Sheridan	2
Boulder	Boulder Valley	RE 2
Douglas	Douglas County	RE 1
Jefferson	Jefferson County	R-1

Urban-Suburban

Boulder	St. Vrain Valley	RE-1J
El Paso	Academy	20
El Paso	Cheyenne Mountain	12
El Paso	Colorado Springs	11
El Paso	Falcon	49
El Paso	Fountain	8
El Paso	Harrison	2
El Paso	Lewis-Palmer	38
El Paso	Manitou Springs	14
El Paso	Widefield	3
Larimer	Poudre	R-1
Larimer	Thompson	R-2J
Mesa	Mesa County Valley	51
Pueblo	Pueblo City	60
Pueblo	Pueblo County Rural	70
Weld	Greeley	6

Outlying City

Alamosa	Alamosa	RE-11J
Delta	Delta County	50(J)
Fremont	Canon City	RE-1
Las Animas	Trinidad	1
Logan	Valley	RE-1
Moffat	Moffat County	RE No. 1
Montezuma	Montezuma-Cortez	RE-1
Montrose	Montrose County	RE-1J
Morgan	Fort Morgan	RE-3
Otero	East Otero	R-1
Prowers	Lamar	RE-2

Outlying Town

Adams	Bennett	29J
Archuleta	Archuleta County	50JT
Baca	Springfield	RE-4
Bent	Las Animas	RE-1
Chaffee	Buena Vista	R-31
Chaffee	Salida	R-32
Cheyenne	Cheyenne County	RE-5
Clear Creek	Clear Creek	RE-1
Conejos	South Conejos	RE-10
Crowley	Crowley County	RE-1-J
Elbert	Elizabeth	C-1
Fremont	Florence	RE-2
Garfield	Garfield	RE-2
Garfield	Roaring Fork	RE-1
Grand	West Grand	1-JT
Gunnison	Gunnison Watershed	RE-1J
Huerfano	Huerfano	RE-1
Kit Carson	Burlington	RE-6J
Lake	Lake County	R-1
Larimer	Park (Estes Park)	R-3
Lincoln	Limon	RE-4J
Morgan	Brush	RE-2(J)
Otero	Fowler	R-4J
Otero	Rocky Ford	R-2
Phillips	Holyoke	RE-1J
Prowers	Holly	RE-3
Rio Blanco	Meeker	RE1
Rio Blanco	Rangely	RE-4
Rio Grande	Del Norte	C-7
Rio Grande	Monte Vista	C-8
Routt	Hayden	RE-1
Saguache	Center	26JT
Sedgwick	Julesburg	RE-1
Teller	Woodland Park	RE-2
Washington	Akron	R-1
Weld	Ault-Highland	RE-9
Weld	Eaton	RE-2
Weld	Ft. Lupton	RE-8
Weld	Gilcrest	RE-1
Weld	Johnstown-Milliken	RE-5J
Weld	Platte Valley	Re-7
Weld	Windsor	RE-4
Yuma	East Yuma County	RJ-2
Yuma	West Yuma County	RJ-1

Rural

Adams	Strasburg	31J
Alamosa	Sangre de Cristo	RE-22J
Arapahoe	Byers	32J
Arapahoe	Deer Trail	26J
Baca	Walsh	RE-1
Bent	McClave	RE-2
Conejos	North Conejos	RE-1J
Conejos	Sanford	6J
Costilla	Centennial	R-1
Costilla	Sierra Grande	R-30
Custer	Consolidated	C-1
Dolores	Dolores County	RE No. 2
El Paso	Calhan	RJ-1
El Paso	Ellicott	22
El Paso	Miami/Yoder	60JT
El Paso	Peyton	23JT
Elbert	Big Sandy	100J
Elbert	Elbert	200
Elbert	Kiowa	C-2
Fremont	Cotopaxi	RE-3
Garfield	Garfield	16
Gilpin	Gilpin County	RE-1
Huerfano	La Veta	RE-2
Jackson	North Park	R-1
Kiowa	Eads	RE-1
Kit Carson	Arriba-Flagler	C-20
Kit Carson	Stratton	R-4
La Plata	Bayfield	10JT-R
La Plata	Ignacio	11JT
Las Animas	Aguilar Reorganized	6
Las Animas	Hoehne	3
Las Animas	Primero Reorganized	2
Lincoln	Genoa-Hugo	C113
Logan	Buffalo	RE-4
Logan	Frenchman	RE-3
Mesa	DeBeque	49JT
Mesa	Plateau Valley	50
Montezuma	Dolores	RE-4A
Montezuma	Mancos	RE-6
Montrose	West End	RE-2
Morgan	Wiggins	RE-50(J)
Otero	Cheraw	31
Otero	Manzanola	3J
Otero	Swink	33
Ouray	Ouray	R-1
Ouray	Ridgway	R-2
Park	Park County	RE-2
Park	Platte Canyon	1
Phillips	Haxtun	RE-2J
Prowers	Granada	RE-1
Prowers	Wiley	RE-13JT
Rio Grande	Sargent	RE-33J
Routt	South Routt	RE-3
San Juan	Silverton	1
Saguache	Moffat	2
Saguache	Mountain Valley	RE-1
San Miguel	Norwood	R-2J
Sedgwick	Platte Valley	RE-3
Teller	Cripple Creek Victor	RE-1
Washington	Otis	R-3
Weld	Keenesburg	RE-3J

Recreational

Eagle	Eagle County	RE50
Grand	East Grand	2
La Plata	Durango	9-R
Pitkin	Aspen	1
Routt	Steamboat Springs	RE-2
San Miguel	Telluride	R-1
Summit	Summit	RE-1

Small Attendance

Baca	Campo	RE-6
Baca	Pritchett	RE-3
Baca	Vilas	RE-5
Cheyenne	Kit Carson	R-1
El Paso	Edison	54JT
El Paso	Hanover	28
Elbert	Agate	300
Hinsdale	Hinsdale County	RE-1
Kiowa	Plainview	RE-2
Kit Carson	Bethune	R 5
Kit Carson	Hi-Plains	R-23
Las Animas	Branson Reorganized	82
Las Animas	Kim Reorganized	88
Lincoln	Karval	R-23
Logan	Plateau	RE-5
Mineral	Creede Consolidated	1
Morgan	Weldon Valley	RE-20(J)
San Juan	Silverton	1
Washington	Arickaree	R-2
Washington	Lone Star	101
Washington	Woodlin	R-104
Weld	Briggsdale	RE-10
Weld	Pawnee	RE-12
Weld	Prairie	RE-11

* As of July 1, 1994, these setting categories are no longer in the law and will not be used in future reports.

Core City - large urbanized districts with district and city boundaries which are coterminous.
Denver Metro - districts located within the Denver-Boulder standard metropolitan statistical area which are primarily suburban in nature, compete economically for the same staff pool and reflect the regional economy of the area.
Urban-Suburban - districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediately surrounding suburbs.
Outlying City - districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.
Outlying Town - districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.
Rural - districts with no population centers in excess of one thousand persons and characterized by sparse widespread populations.
Recreational - districts which contain major recreational developments that impact the cost of property values, community income and other cost-of-living components.
Small Attendance - districts which are rural in nature and have pupil enrollments of less than one hundred fifty.

BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

School District and Associate Members

ADAMS COUNTY BOCES-Westminster

Adams County 14
Brighton 27J
Mapleton 1
Northglenn-Thornton 12
Westminster 50

ARKANSAS VALLEY BOCES-La Junta

Cheraw 31
Crowley County RE-1-J
East Otero R-1
Fowler R-4J
Las Animas RE-1
Manzanola 3J
Rocky Ford R-2
Swink 33

EAST CENTRAL BOCES-Limon

Agate 300
Arickaree R-2
Arriba-Flagler C-20
Bennett 29J
Bethune R-5
Burlington RE-6J
Byers 32J
Deer Trail 26J
Genoa-Hugo C113
High Plains R-23
Karval RE-23
Kit Carson R-1
Limon RE-4J
Morgan Community College
Strasburg 31J
Stratton R-4
Woodlin R-104

GRAND VALLEY BOCES-Grand Junction

Mesa County Valley 51
Mesa State College

MOUNTAIN BOCES-Leadville

Aspen 1
Buena Vista R-31
Colorado Mountain College
Eagle County RE-50
Garfield 16
Garfield RE-2
Lake County R-1
Park County RE-2
Roaring Fork RE-1
Salida R-32
Summit RE-1

NORTHEAST BOCES-Haxtun

Akron R-1
Buffalo RE-4
East Yuma County R-J-2
Frenchman RE-3
Haxtun RE-2J
Holyoke RE-1J
Julesburg RE-1
Lone Star 101
Northeastern Junior College
Otis R-3
Plateau RE-5
Platte Valley RE-3
Valley RE-1
West Yuma County R-J-1

NORTHERN COLO BOCES-Longmont

Colorado State University
Park R-3
St. Vrain Valley RE1J
Thompson R-2J

NORTHWEST COLO BOCES-Steamboat Springs

East Grand 2
Hayden RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE-2
West Grand 1

PIKES PEAK BOCES-Colorado Springs

Big Sandy 100J
Calhan RJ1
Cheyenne Mountain 12
Cripple Creek-Victor RE-1
Edison 54 JT
Elbert 200
Ellicott 22
Falcon 49
Fountain 8
Hanover 28
Harrison 2
Kiowa C-2
Lewis-Palmer 38
Manitou Springs 14
Miami Yoder 60 JT
Peyton 23 JT
Widefield 3
Woodland Park RE-2

SOUTH PLATTE VALLEY BOCES-Fort Morgan

Briggsdale RE-10
Brush RE-2 (J)
Fort Morgan RE-3
High Plains Youth Center
Morgan Community College
Pawnee RE-12
Prairie RE-11
Weldon Valley RE-20 (J)
Wiggins RE-50 (J)

SAN JUAN BOCES-Durango

Archuleta County 50 JT
Bayfield 10JT-R
Durango 9-R
Fort Lewis College
Ignacio 11 JT
Silverton 1

SAN LUIS VALLEY BOCES-Alamosa

Adams State College
Alamosa RE-11J
Centennial R-1
Center 26 JT
Creede Consolidated 1
Del Norte C-7
Moffat 2
Monte Vista C-8
Mountain Valley RE1
North Conejos RE1J
Sanford 6J
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

SOUTH CENTRAL BOCES-Pueblo

Aguilar Reorganized 6
Branson Reorganized 82
Cotopaxi RE-3
Custer Consolidated C-1
Florence RE-2
Hoehne Reorganized 3
Huerfano RE-1
La Veta RE-2
Primero Reorganized 2
Pueblo (City) 60
Pueblo County Rural 70
Trinidad 1
Trinidad State Junior College
University of Southern Colorado

SOUTHEASTERN BOCES-Lamar

Campo RE-6
Cheyenne County RE-5
Eads RE-1
Granada RE-1
Holly RE-3
Kim Reorganized 88
Lamar Community College
Lamar RE-2
McClave RE-2
Plainview RE-2
Pritchett RE-3
Springfield RE-4
Vilas RE-5
Walsh RE-1
Wiley RE-13 JT

SOUTHWEST BOCES-Cortez

Dolores County RE No. 1
Dolores RE-4A
Fort Lewis College
Mancos RE-6
Montezuma-Cortez RE-1
Norwood R-2J
Telluride R-1
West End RE-2

WELD BOCES-LaSalle

Ault-Highland RE-9
Eaton RE-2
Fort Lupton RE-8
Gilcrest RE-1
Johnstown-Milliken RE-5J
Keenesburg RE-3
Platte Valley RE-7

WEST CENTRAL BOCES-Montrose

DeBeque 49JT
Delta County 50(J)
Gunnison RE1J
Hinsdale County RE 1
Montrose County RE-1J
Ouray R-1
Plateau Valley 50
Ridgway R-2

SCHOOL DISTRICTS NOT IN BOCES

Academy 20
Adams-Arapahoe 28J
Boulder Valley RE-2
Canon City RE-1
Cherry Creek 5
Clear Creek RE-1
Colorado Springs 11
Denver County 1
Douglas County RE-1
Elizabeth C-1
Englewood 1
Gilpin County RE-1
Greeley 6
Jefferson County R-1
Littleton 6
Meeker RE1
Moffat County RE. No. 1
Platte Canyon 1
Poudre R-1
Rangely RE-4
Sheridan 2
Windsor RE-4

SPECIAL FOCUS BOCES

Expeditionary BOCES: Denver
Rio Blanco BOCES: Rangley

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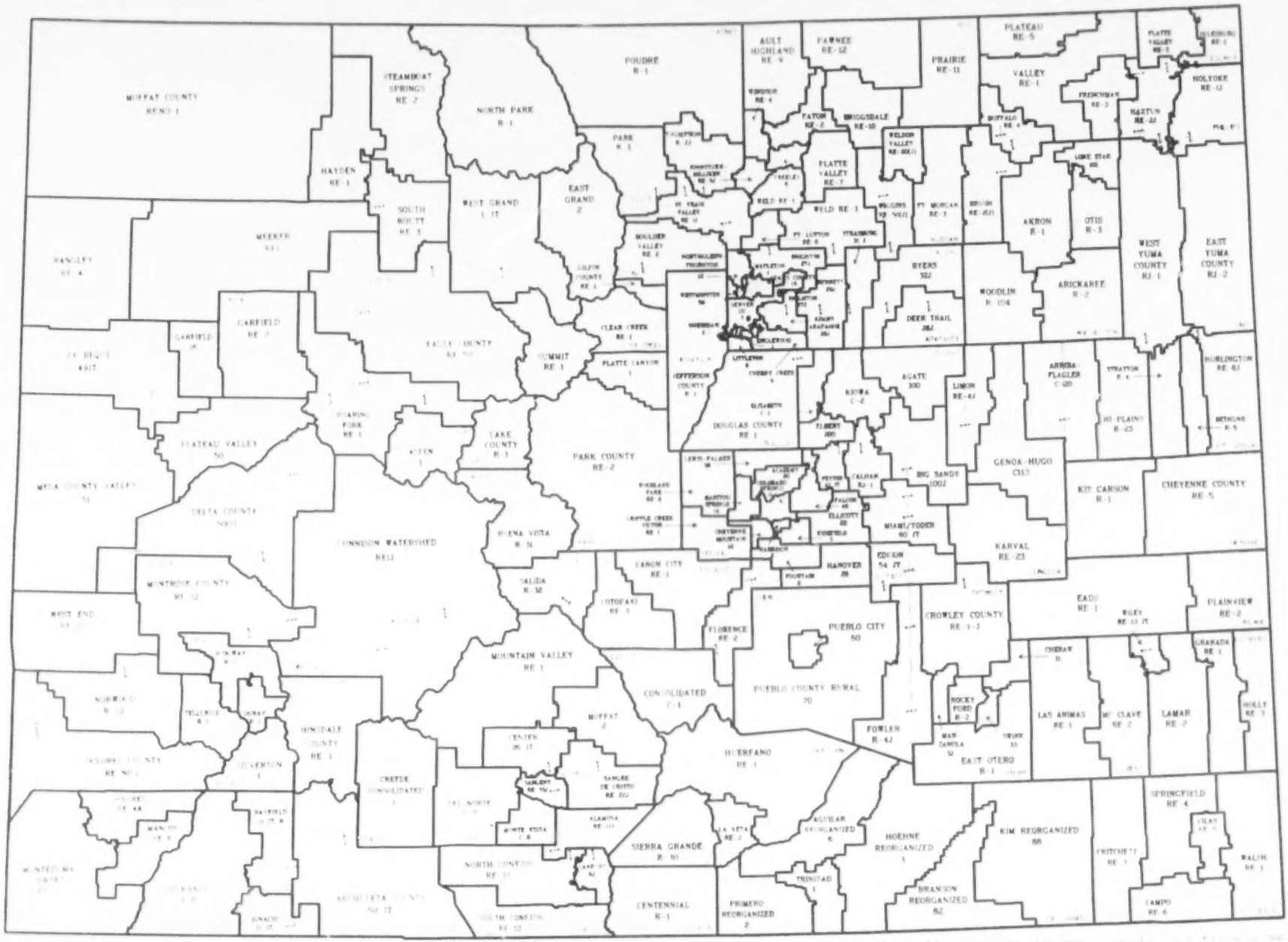

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JOHN IRWIN
COLORADO SCHOOLS OF EXCELLENCE

In March 1995 the State Board of Education selected nine 1995 John Irwin Colorado Schools of Excellence. These schools were selected from the 1995 Commissioner's Challenger Schools based on two-year records of outstanding accomplishment, supported by multiple assessments of student performance, community satisfaction, and demonstration of effective school practices. Recognition is granted annually by the State Board of Education and the Colorado Association of Commerce and Industry (CACI). Recommendations for recognition are received from the State School Performance Awards Panel.

Colorado's Finest Alt. H.S. (Englewood)	Estes Park Elementary School (Park R-3, Larimer County)	Horizon High School (Adams 12 Five Star Schools)
Deer Trail School (Arapahoe 26J)	Highland Elementary School (Ault-Highland Re-9)	Liberty Elementary School (Rocky Ford R2)
East Middle School (Aurora 28J)	Horizon High School (Adams 12 Five Star Schools)	Silverthorne Elementary School (Summit School District Re 1)

1995 COMMISSIONER'S CHALLENGER SCHOOLS

Twenty-nine schools were designated by the State Board as Commissioner's Challenger Schools during 1994-95. These schools have contracted to show two-year records of outstanding student performance related to the State Board goals, assessed through a combination of performance-based, criterion-referenced, and norm-referenced assessments. In addition, contracts target community satisfaction and effective school practices.

Academy Charter School (Douglas County)	Connect Charter School (Pueblo County 70)	Horizon High School (Adams 12)	Plainview District Re-2 (Kiowa County)
Adams City M. S. (Adams 14)	Deer Trail School (Arapahoe 26J)	Kemp Elementary School (Adams 14)	Silverthorne Elementary (Summit Re 1)
Bennett High School (Bennett 29J)	East Middle School (Aurora 28J)	Lake County Interm. (Leadville)	Springfield Elementary (Springfield RE-4)
Buchanan Middle School (East Yuma R-J-2)	Estes Park Elem. School (Park R-3, Larimer)	Liberty Elementary (Rocky Ford R2)	Springfield Jr./Sr. High (Springfield RE-4)
Byers 32-J District (Arapahoe County)	Fitzsimmons M. S. (Platte Canyon)	Limon Elementary (Limon Re-4J)	Yuma Middle School (West Yuma RJ-1)
Calhan Elem/Middle (Calhan RJ1)	Fraser Valley Elementary (East Grand)	Limon Jr/Sr High School (Limon Re-4J)	
Campo School District (Baca County Re-6)	Highland Elementary (Ault-Highland Re-9)	Otero Elementary (Harrison Sch. Dist.)	
Colorado's Finest Altern. High Sch. (Englewood)	Holmes Middle School (Colorado Springs 11)	Otis School District R-3 (Washington County)	